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ABSTRACT

The document is an attempt to provide a comprehensive approach to the determination and development of purposeful educational plans in occupationally related areas for special needs children. The synthesis of information compiled from this plan was intended to provide school systems with an accurate account of the requirements of Chapter 766 of the Comprehensive Education Act of 1972, and the core evaluation process; the information was also intended as a potential model for any school system in Massachusetts. The document is the result of an 11-day workshop at which professionals from various areas of special education presented pertinent information related to the education and training of special needs students; participants developed and summarized major issues and concerns to assist in the successful implementation of Chapter 766 at a regional technical school. The resultant materials are organized under four broad headings: (1) developing vocational/technical education for students with special needs, (2) planning instruction for special needs students, (3) major administrative concerns, and (4) summary of workshop participants and final recommendations. Appended are two forms: (1) student information for determining vocational potential and programing, and (2) a survey of services for students with special needs in regional vocational/technical schools. (Author/AJ)

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A PLAN FOR THE IMPLEMENTATION OF CHAPTER 766 IN VOCATIONAL/TECHNICAL SCHOOL ENVIRONMENTS

Proceedings of a
Special Education Summer Workshop
July, 1974

Prepared by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Karen Otazo, Ann MacIntyre, and Peter Carroll are also to be commended for their contributions to the writing of the document. Thanks is also given to the professionals who presented and provided substantial information and expertise to make the workshop a success, to Susan Toner for her untiring efforts in typing this document, to William Coughlan and his graphic arts department at Blue Hills for the quality printing work and to Joseph Desjardins and his art and design students for the cover design.

A special tribute is dedicated to the memory of Mary Elizabeth Hammond, whose endeavors for special needs students of the Blue Hills region were numerous, outstanding and unforgetable; also to the late Richard H. Hungerford, whose contributions to the occupational education of special needs children and young adults were incomparable and whose influence was greatly responsible for the preparation of this document.

FOREWORD

When the Comprehensive Special Education Act became Law in 1972 (Chapter 766), the Massachusetts General Court clearly stated that all children with physical or mental handicaps must receive "equal educational opportunity" through flexible, individually prescribed programs in which all publicly supported educational institutions would participate. This mandate naturally included public vocational-technical schools, whether municipal or regional in scope.

Local vocational administrators in the Commonwealth are responding to this charge with initiative and in predictably commendable fashion. Serving the handicapped is not an unfamiliar field, to them, and they are well aware of the great potential contributions which their kind of program can make to the handicapped student.

Across the Nation, Vocational Education has traditionally played a key role in occupational rehabilitation, in providing special needs students with the motivation, skills and hope which can help them to be independent. This role was strengthened, in 1968, when the U.S. Congress stipulated that ten percent of the Vocational Education Act (P.L. 90-576) program monies were to be reserved for the handicapped. Since that time, several of our Massachusetts vocational-technical schools have received national recognition for their innovative programs serving the mentally handicapped, the hearing impaired, the visually impaired, and the learning disabled.

The development and publication of this plan, aimed at bringing all vocational-technical schools up to the quality level implied in Chapter 766, is additional evidence of the kind of leadership which we must continue to exert, as professionals in Vocational Education.

We must, however, remind ourselves that our leadership activities must extend beyond vocational-technical education as we have known it. New programs in more broadly defined Occupational Education are growing around us: in comprehensive high schools, in career development cluster programs, in occupational competence projects, and in career awareness activities in the lower grades. All of these resources must be developed in harmony and must reinforce each other, if the mandate of Chapter 766 is to be met.

Many of these newcomers to Occupational Education have not yet acquired the general experience of vocational-technical administrators, nor do they have the necessary special skills for delivering occupationally based training to the handicapped. They need, and most certainly deserve, our help. We in the Division of Occupational Education therefore hope that this publication will be shared with our new collaborators in Occupational

Education; and, that it will prove to be another vehicle for bringing all of us closer together.

The Division, itself, is fully committed to the successful implementation of Chapter 766 and welcomes this plan as one of many needed efforts aimed at achieving this objective. Its authors, and all Massachusetts Vocational-Technical Educators who were involved, are to be complimented on this product of their combined talents and dedication.

Patrick J. Weagraff

Patrick J. Weagraff
Associate Commissioner for
Occupational Education

PREFACE

The Special Education Summer Workshop held during July, 1974, marked the actual beginning of Blue Hills Regional Technical School's involvement in the implementation of Chapter 766, the Comprehensive Special Education Act. The eleven day workshop was the result of a P. L. 92-318 grant award which was funded by the Massachusetts' Division of Occupational Education. During the summer workshop, teachers and guidance personnel had the opportunity to mutually discuss concerns and issues relative to Chapter 766 and special needs students. Professionals from various areas of special education presented pertinent information related to the education and training of special needs students.

Workshop participants developed and summarized major issues and concerns to assist in the successful implementation of Chapter 766 at Blue Hills Regional Technical School. It is obvious that our concerns represent those for not only other vocational/technical schools, but for all school systems of Massachusetts, in a sincere effort to provide excellence in programs and services for young adults with special needs. It is hoped that our experiences will be shared with others through the contents of this document.

R. F. L.
Canton, Massachusetts
October 30, 1974

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INTRODUCTION

Chapter 766, the Comprehensive Special Education Act of 1972, and the pursuant regulations require concise and accurate evaluation of potential special needs children and those who have already been classified as children with special needs. In order to clearly delineate the appropriate evaluative procedures for preparing educational plans for special needs students relating to career education, it is important that a systematic approach is developed to ensure clear documentation of information for determining the presence and degree of special needs in children. Following the determination of existing special needs, it is required that school systems formulate educational plans that properly provide the necessary programs and services for these children.

One major concern confronting school personnel in Massachusetts is the development of general plans relating to occupational and career preparation. The term "career education" has received considerable attention in recent years in an effort to allow all students an opportunity to receive an education that contains adequate provision for employment preparation. Career education has been defined by Hoyt (1972) as "the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual".[1] Career education implies the total sequence of school related activities which will allow persons to develop purposeful plans for future employment and positive direction and attainment in life. Figure 1 outlines the career education process for special needs students of the Blue Hills region.

Chapter 766 and the associated regulations were not developed to accurately define the nature and role of career education in the core evaluation and educational plans for special needs children. The regulations indicate that career and vocational education programs are to be provided for special needs children, but are restricted in their procedural application to regional vocational/technical schools. The inherent purpose of career education is generally considered to include all aspects of educational programs for students, inclusive of instruction, training and counseling activities.

It is important that school systems in Massachusetts develop adequate provisions for the occupational preparation and competency of special needs students. Such an effort requires the concentrated involvement of the Divisions of Special Education and Occupational Education, public school systems and other agencies responsible for the education, training and employment of special needs children. Greater concern for the assessment of career potential, relevance of curriculum and programs and training opportunities is

necessary if the commonly used term "occupational competence" is to be realized for the special needs population in Massachusetts. There is also an urgent need in Massachusetts today to provide for special needs students through:

1.) more precise evaluation procedures to determine vocational potential and interest.

2.) further dissemination of information relating to career opportunities through guidance and counseling, instruction, media technology and other approaches.

3.) greater training options and opportunities for special needs students.

4.) more involved public relations activities with employers and community members to inform and involve persons who can be of major assistance.

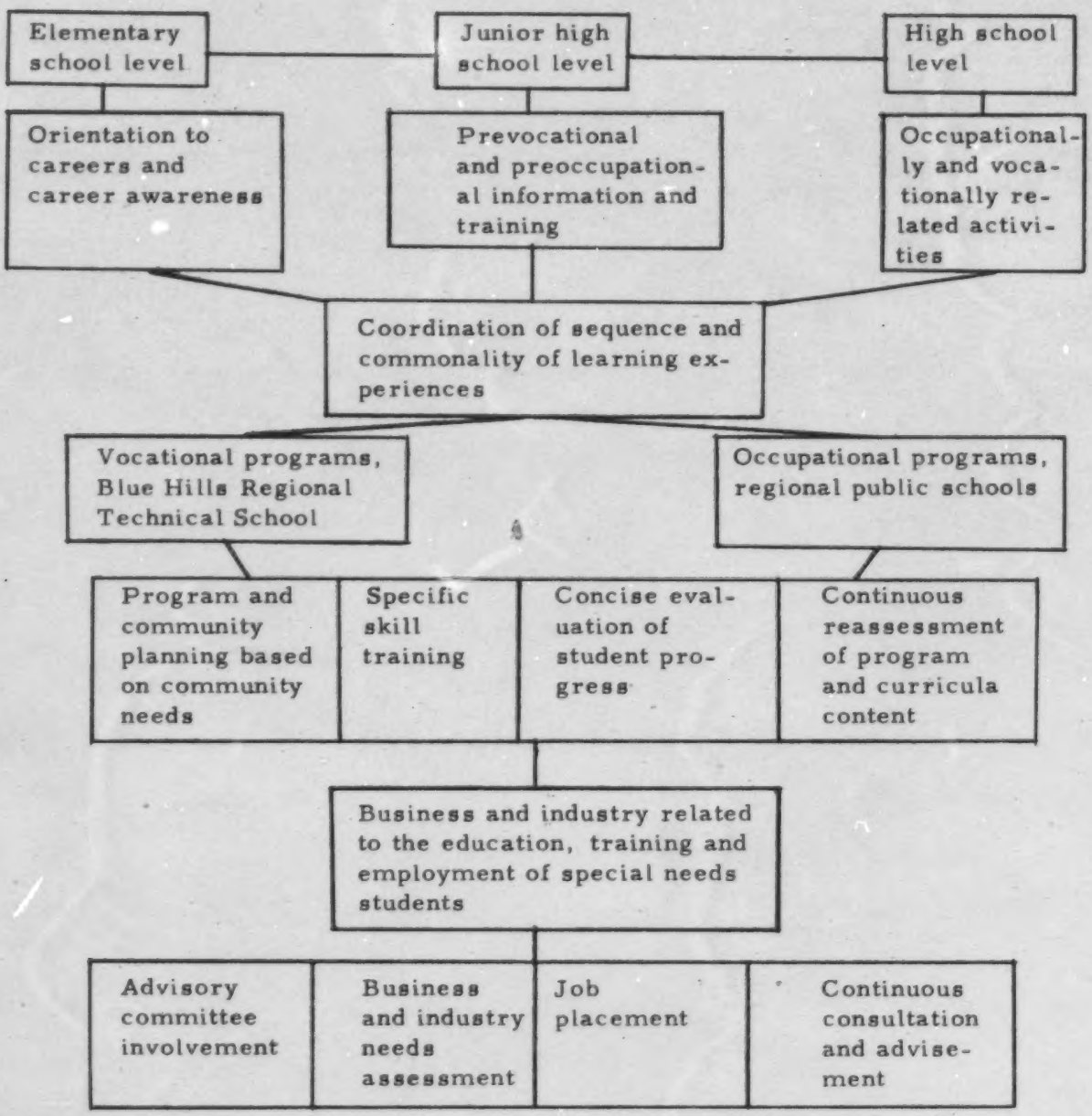
5.) expanded responsibility of the Massachusetts Department of Education in relegating career education activities for special needs students as a major priority through funding, assistance and support to school personnel.

The document that follows is an attempt to provide a comprehensive approach to the determination and development of purposeful educational plans for special needs children in occupationally related areas. The synthesis of the information compiled from this plan should provide school systems with an accurate account of the requirements of Chapter 766 and the core evaluation process. It is anticipated that this information could also be used as a potential model for any school system in Massachusetts.

[1] Hoyt, K.B., Evans, R.N., Mackin, E.F. and Mangum, G.L., Career education: what it is and how to do it. Salt Lake City, Utah: Olympus Publishing Company, 1972.

Figure 1

A DEVELOPMENTAL MODEL OF CAREER EDUCATION FOR SPECIAL NEEDS STUDENTS IN THE BLUE HILLS REGION


Elementary school level
Junior high school level
High school level
Orientation to careers and career awareness
Prevocational and preoccupational information and training
Occupationally and vocationally related activities
Coordination of sequence and commonality of learning experiences
Vocational programs, Blue Hills Regional Technical School
Occupational programs, regional public schools
Program and community planning based on community needs
Specific skill training
Concise evaluation of student progress
Continuous reassessment of program and curricula content
Business and industry related to the education, training and employment of special needs students
Advisory committee involvement
Business and industry needs assessment
Job placement
Continuous consultation and advisement

1 DEVELOPING VOCATIONAL/TECHNICAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

"Special education is responsible for teaching both the non-manual and the manual phases of vocational training. Neither can be left to chance, for it is trite but true that to make a man capable of holding a job we must first make a man."

Richard H. Hungerford

SPECIAL NEEDS STUDENTS AND VOCATIONAL/TECHNICAL EDUCATION

Special needs students have been involved in career related education for many years in the United States. One of the early leaders in the career preparation of children with special needs was the late Richard Hungerford, whose early occupational education programs and curricula during the 1940s and 1950s became the basis for many outstanding programs throughout the nation. It wasn't actually until the Eisenhower era that federal monies became available to provide reasonable support for special needs populations. The Kennedy presidential years also marked even greater gains in the education and training of special needs persons through such activities as the President's Panel on Mental Retardation (1962) and training grants for the preparation of personnel to work with special needs populations.

In 1968, a substantial federal commitment to the vocational preparation of special needs persons began. Under P. L. 90-576, ten percent of all federal monies from the Vocational Education Amendments were directly earmarked for handicapped persons. Significant gains have been made since these monies became available. Many innovative career related programs and services have been developed as a direct result of the implementation monies provided through P. L. 90-576, which has been continued through P. L. 92-318.

The recently enacted federal Rehabilitation Act, P. L. 92-112, is also expected to provide greater opportunities for this population that had so often been previously neglected. Realistic training and service provisions have been developed as a result of federal government support in the promulgation of outstanding programs and services throughout the nation.

In Massachusetts, special needs students requiring career related services and vocational training include several categories. It is obvious that continued use of some identification system will be necessary, especially since it is clearly evident that the needs for instruction and support for certain special needs persons are different than those for others; e.g., deaf persons have different needs than blind persons. Similarities and differences are present within a particular type of special need, such as those with mental development difficulties as well as between types of special needs categories, such as deafness and blindness.

For clarity purposes, the following information is provided to describe special needs categories, as recommended by the Massachusetts Teachers' Association.

SPECIAL NEEDS INCLUDE SIGNIFICANT PROBLEMS IN THE AREAS OF:

Vision - The visual difficulty is such that the child cannot develop full

educational potential without special services and materials.

Audition - The residual hearing is not sufficient to enable the child to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication. Or, the child exhibits a hearing loss which prevents full awareness of environmental sounds and spoken language limiting normal language acquisition and learning achievement.

Speech, central language or home language - The child exhibits deviations of speech and/or language processes which are outside the range of acceptable variation within a given environment and which prevent full social or educational development.

Cerebral or perceptual functions - The child exhibits one or more deficits in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control or motor function.

Other physical mobility, condition or function - The child exhibits a physical or health problem, either temporary or permanent, which interferes with learning and/or which requires adaption of the physical plant.

Behavior - The child exhibits an effective disorder and/or maladaptive learned behavior(s) which significantly interfere with academic and/or social functioning.

Mental development or maturation - The child's intellectual development, mental capacity, adaptive behavior and academic achievement are markedly delayed.

Multiples of the foregoing - The child exhibits two or more difficulties, severe either in nature or in total impact, which significantly affect the ability to benefit from regular educational programs.

The Bureau for the Education of the Handicapped (BEH) of the U.S. Department of Health, Education and Welfare (HEW) estimates that approximately 12.35 percent of the population of the United States has some degree of special needs. The greater majority of these persons have mild involvements which cause limited difficulties during the years of their educational, maturational and social development. Many of those students identified as special needs students no longer retain the "label" beyond their school years by assuming responsible positions in society and success in employment. However, many of these special needs persons require much greater career preparation for employment during their school years. Martin (1972) suggested that only 21 percent of special needs children leaving school during the next four years would be fully employed or go on to college. He estimated that another 40 percent would be underemployed and 26 percent would be unemployed. An additional 10 percent were expected to require at least a partially sheltered

setting and 3 percent would probably be almost totally dependent.[2]

As these figures indicate, the employment status of special needs persons is not overly positive. Greater responsibility and support must be provided for career education activities to improve these existing conditions. Since the majority of special needs persons have only mild difficulties, vocational/technical education can provide very realistic and appropriate programs and services for this segment of students, without altering the quality and substance of existing programs. Resource assistance can be included to support those students in the regular program of vocational/technical education who require such provisions.

For those students with moderate or more substantial special needs, existing programs in vocational/technical education must be altered considerably. If job entry level training can be provided within currently operating vocational programs, then some of these students can be adequately included in the regular program of instruction with greater support from resource personnel. Part-time, one or two year training programs can also be developed, and may be more reasonable to prepare these students with moderate or more severe special needs for employment. For cost effectiveness and related purposes, many of these students can be more appropriately educated within the public school systems of the regional vocational school district. The vocational/technical schools can assist the regional public schools in developing cooperative plans for these students, especially for those who employ an Area Coordinator for Occupational Education/Special Needs.

The vocational/technical schools of Massachusetts have begun to emerge as leaders in the career preparation of special needs students (see Appendix B). The continued expansion of existing and new programs will be precipitated through a concerted effort of all regional personnel involved in vocational education and special education. The challenge to develop career related programs for almost all special needs students is confronting all educators of Massachusetts. For the greater majority of special needs students, a high school diploma or education through age 21 is the final end of formally supervised educational experiences. The responsibility to act is evident; the need to act is unquestionable. Only through continuous collaboration between special educators of the regional public schools, who know the needs of their students, and vocational/technical school personnel, who have the necessary expertise for career preparation, can effective programming and services for special needs students be satisfactorily developed.

[2]Martin, E. W., Individualism and behaviorism as future trends in educating handicapped children. Exceptional Children, 1972, 38, 517-525.

GENERAL INFORMATION AND PRINCIPLES FOR THE INCLUSION OF SPECIAL NEEDS STUDENTS IN VOCATIONAL/TECHNICAL EDUCATION

Ronald Linari

· The majority of special needs students are not significantly different from other students enrolled in public education. Success of special needs students can be expected and attained with the provision of regular education practices and special education support where necessary, combined with reasonable expectations of performance.

· The formal identification of special needs students through the procedures of Chapter 766 should not provide situations whereby the students are assumed to be less capable than other students enrolled in regular programs. Herein, a "self-fulfilling prophecy" could develop in which teachers working with special needs students may expect a minimal amount from them and thereby pay less attention to the needs and instruction of these young adults.

· Special needs students have individual differences and should not be stereotyped according to a particular set of expectations and principles; e.g., students with perceptual problems vary in their abilities, motivation, degrees of special needs and behavior.

· A carpenter doesn't build a house with a hammer alone. Similarly, no single assessment or determination such as an intelligence test, achievement test or label as learning disabled should be used as a basis for expecting what a student can or cannot accomplish.

· It shouldn't be assumed that all students in a classroom are able to successfully perform the same work in academic, vocational and related instruction. For example, a teacher may be working with students in the same class who have reading and arithmetic levels between grade 3 and grade 10. Instruction should allow for individual differences rather than provide a single approach to instruction for all students of the same program.

· Difficult text and related readings should not be emphasized with lower achieving students who cannot effectively read and comprehend the material included in these readings. Discipline problems and lack of cooperation may result from frustration over students' inability to succeed with the material presented. Alternate approaches should be used to ensure success; i.e., teacher outlines of important information, oral reviews with accompanying discussions, oral tests, having more capable students help those less capable without stigmatizing.

· Grading of students should also relate to the principle that individual

differences of ability and expected performance exist in any instructional situation. Instruction and grading systems should take into account the potential and individual abilities of students.

· Contrary to popular belief, special needs students in general do not behave much differently than the regular population of students and therefore, do not create any more discipline problems than those that exist with any group of students.

· Students who demonstrate considerable behavior difficulties should be given the necessary educational and professional assistance in any school environment to determine the reason for such behavior. A plan should be developed which would allow for outlets for sufficient personal and external control of behavior difficulties. Acting-out students should not be dismissed or severely disciplined until further assessments of their problems are completed. A modification of the existing educational plan should then be developed and continuously reviewed.

· Concern for safety with special needs students in the vocational shops should follow the same principles used with regular students. Students should progress in the use of machinery and equipment based on the ability that they demonstrate in the shops. Any student who presents a threat to personal safety or the safety of others should be allowed to work with hazardous machinery and equipment only when behavior improves in a continuously positive manner.

· Continuous provisions should be developed within the school to allow instructional and other school personnel to learn more about the nature of special needs students, the procedures and implications of Chapter 766, instructional techniques and modifications to existing programs and curriculum.

· Instructional personnel working with special needs students should be given as much on-going information as necessary concerning the abilities and difficulties of individual special needs students. A flexible and continuous system of support for instructional personnel should also be available through the special needs staff.

· Resource specialists who understand the special needs of students should provide the necessary liason support for successful inclusion in regular vocational/technical education. The liason support should include individual and small group instruction, counseling, assistance in modifying regular instruction and the suggested use of appropriate instructional materials to support regular instruction.

· Remediation is not a cure for learning problems. Students with learning difficulties should be helped to compensate for their weaknesses through instruction that emphasizes their strengths in learning and also includes support for their weaknesses. Teachers should therefore adjust students' programs to allow for success oriented situations. Special needs and other academically

less able students at the high school level have often experienced failure in their previous school experiences. Intervention and support for success in vocational/technical education is extremely important during the difficult adjustments of adolescence.

Education of special needs students should be a prototype for the education and training of all students based on the premise that students differ in ability, motivation to achieve and learning styles. Consideration should be given to provide a climate of successful experiences for all students based on what they can achieve rather than what they can't do or learn.

OVERVIEW OF SPECIAL EDUCATION PROGRAMS

Blue Hills Regional Technical School

Blue Hills Regional Technical School has been providing career training and services to students from the communities of Avon, Braintree, Canton, Holbrook, Norwood, Randolph and Westwood since the opening of the school in September, 1966. The school represents a total commitment to quality and innovation in providing outstanding programs and services for the development of persons' vocational potential. The school offers a variety of options for high school students in grades 9 - 12, technical institute and other post-high school students, adult education and cooperative career development for students attending the regional comprehensive high schools.

Special needs students have also received training provisions at Blue Hills Regional since 1969, beginning with a program for five eighth grade graduates of The Boston School for the Deaf, Randolph. The program, currently in its sixth year, is designed for those hearing impaired students who can be successfully included in the regular high school course of studies offered at Blue Hills Regional Technical School. The four year program has the combined goals of a high school diploma and a vocational certificate in a particular training area for graduates. Two certified teachers of the deaf offer special supportive services required by these students including instruction, counseling, interpreting, faculty consultation and assistance and individual remedial activities. Graduates of the program have been employed in a variety of jobs related to training received at Blue Hills Regional. They are demonstrating that through the combined efforts of vocational and special educators, hearing impaired boys and girls can greatly benefit from vocational training instruction in preparation for the world of work.

The second program for special needs students at Blue Hills Regional began in 1970 as the Exploratory Vocational Training Program, serving educable mentally retarded boys and girls from the secondary level public schools of the region. The program presently operates from 3:15 to 5:15 P.M. each school day and has expanded to include other special needs students as well as academically less able young adults. Program offerings include auto repair, auto body repair, building services, commercial baking, food preparation, health services, metal fabrication and structural woodworking. Participating students continue their training in the program until they have achieved a degree of proficiency for employment in the community. The results of the program after four years are very positive. Graduates are working and earning competitive wages with many continuing to be employed directly in the area of training they received at Blue Hills Regional.

A cooperative effort between Blue Hills Regional and the Massachusetts Hospital School, Canton, began in 1971. Programs in basic electronics and data processing were developed during the past three years to provide career

opportunities for high school physically handicapped persons. Participants were transported from the Hospital School for two hours of training after school each day. In addition to training activities, prevocational programs have been developed for junior high students at the Hospital School through grant monies received under P. L. 90-576 and P. L. 92-318. The two schools are currently collaborating on a comprehensive study of future plans for training and the development of additional laboratory settings to serve many more physically handicapped young adults of Massachusetts. Results of the study have been documented on the career potential for the school.

During the 1974-75 school year, Blue Hills Regional has begun to implement Chapter 766, the Comprehensive Special Education Act. A group of special needs students has been accepted for grade nine enrollment. Support services to ensure successful inclusion in almost all academic and vocational instruction are being provided for these students through resource specialists. The core evaluation process is also expected to assist these special needs students and others to be identified during the 1974-75 school year.

As Blue Hills prepares for its expansion facility, expected to open in September, 1976, the potential to serve even more special needs students is unlimited. A number of new programs, including culinary arts and consumer services, is anticipated to allow greater opportunities for young adults with special needs. Blue Hills Regional plans to continue meeting the needs of the communities through career related activities to ensure that persons of the regional district, inclusive of special needs populations, will receive optimal opportunities and provisions.

Regular Education with Modifications

Each student enrolled under this prototype participates in a regular program with the support of a resource specialist who provides support and assistance for both special needs students and instructional personnel. A second resource specialist who has previously worked as a remedial teacher for academically less able students enrolled at Blue Hills Regional is also available to assist special needs students. Remedial reading is also available for those special needs students determined to require this service. Students of this prototype are generally those who have been previously identified as special needs students who were accepted for grade 9 on the basis of expected support from resource instruction. Students of this prototype were classified as learning disabled, educable retarded and emotionally disturbed prior to enrollment at Blue Hills.

All special needs students enrolled in this prototype receive regular academic, vocational and related instruction and are provided the same services of guidance and counseling as regular students. Students under this prototype and all other special needs students enrolled at Blue Hills Regional, are treated with the same consideration and respect as all other students attending the school. For those students who may require additional resource instruction, educational plans may be changed through the core evaluation process to regular education with no more than 25% time out.

Pursuant to regulation 338.1. special needs students of this prototype require a liason person, expected to be the resource teacher whenever possible, to meet with the CET, and who shall monitor each student's progress, recommend modifications of the educational plan for each special needs student and modify the student's program whenever determined necessary by re-evaluation of the existing educational plan.

The resource teacher(s) serving special needs students of this prototype will also provide the following functions:

a.) instruction

1.) small group - to teach students in the areas of reading, math and language development to further support the development of learning in the regular program
2.) individual remedial - to support successful inclusion in the regular program
3.) after school (only when necessary) - to further assist individual students in their regular and resource instructional programs

b.) support in regular program

1.) coordination of each student's program with regular instructors

(A.) regular communication with academic, vocational and related instructors on the progress and difficulty areas of individual students

(B.) written reporting with continuous recording of student progress

c.) evaluation

1.) to continuously monitor the progress of special needs students and assist in modifying existing educational plans whenever necessary

d.) counseling of students

1.) to regularly confer with students relating to their programs and difficulties

2.) to be available for immediate intervention in classroom situations whereby special needs students are involved in serious behavior or related problems

e.) parent conferences and communication

1.) to provide regular communication, both written and verbal, to parents on the progress of each special needs student

f.) curriculum development

1.) to formally develop plans of instruction for resource instruction inclusive of methods, textbooks, instructional materials and equipment with an emphasis on the expected general principles and behavioral outcomes of the resource instructional program

Regular Education Program with No More Than 25% Time Out

Special needs students enrolled in this prototype are those identified hearing impaired students enrolled at Blue Hills Regional. These students receive the necessary instruction and ancillary support from two certified instructors of the hearing impaired. These students are included in all aspects of the educational program inclusive of varsity sports and student council. Specialized instruction is provided by the two instructors of the hearing impaired in language arts (English) and social studies.

The instructors of the hearing impaired also provide the following activities:

a.) interpreting for students in regular instruction, assemblies and other school related activities
b.) tutoring and remedial assistance to students
c.) faculty consultation and assistance
d.) assisting in screening program applicants for grade 9 enrollment
e.) curriculum development
f.) arrangement of job interviews
g.) facilitating and coordinating all aspects of integration
h.) guidance and vocational counseling
i.) parent consultation, meetings and other communication
j.) teacher of sign language to interested faculty

Substantially Separate Program

Special needs students enrolled in the Exploratory Vocational Training Program receive instruction from 3:15 to 5:15 P.M. each school day. The purpose of the program is to allow participating students to develop the necessary skills for entry level employment. No specification is determined upon a student's entry to the program as to the length of enrollment. Students are placed on part and full-time jobs when they have demonstrated the necessary readiness and interest in employment.

The afternoon Exploratory Vocational Training Program has been included under the prototype "substantially separate program" which appears to be the most appropriate designation. However, the following regulations do not accurately apply to this program.

a.) 502.4(a) - The program is not made up entirely of special needs students since lower achieving regular education students are included in the program to allow other students opportunities to receive vocational instruction. Priority for program participation is given to special needs students.
b.) 502.4(a)(iii) - Students enrolled in the program are between the ages of 14 and 18 with a range greater than 36 months. By the nature of the small group instruction, which has never exceeded eight students per class, the individual approach can appropriately serve beginning and more advanced students of varying ages without difficulty.

The substantially separate program also allows students to receive services and participate in activities specified by the CET pursuant to regulation 323.4.

Students enrolled in the Exploratory Vocational Training Program are involved in prototypes 502.2 (regular education programs with no more than 25% time out) and prototype 502.3 (regular education program with no more than 60% time out), as well as prototype 502.1 (regular education program

with modifications) during their public school program in the local community. Even though the afternoon program at Blue Hills is not integrated, enrolled students who demonstrate the necessary ability and potential for successful participation in the full-time day program at Blue Hills can apply for regular admission. Two students of the Exploratory Vocational Training Program were accepted for grade 9 enrollment during the 1974-75 school year.

Under regulation 503.1, all requirements of a vocational education program under 503.1(a) and 503.1(c) are available for enrolled students of the Exploratory Vocational Training Program, which have been previously adequate for the purposes of the program. The public school systems provide or will provide the other services when necessary.

Under regulation 323.4(c), the instruction is provided by vocational instructors who teach during the regular school day and then work part-time with the afternoon students. The program coordinator (Administrator of Special Education) and his assistant who works 6 to 10 hours per week, work closely with instructional personnel and provide support services for students including counseling, communication with parents, arrangements for job interviews, job placement activities, related community relations, coordination with the Massachusetts Rehabilitation Commission and follow-up work on job placements.

SPECIAL EDUCATION SUMMER WORKSHOP

Overview and Schedule

I. Overview

A. General purpose: to develop procedures for Blue Hills Regional Technical School to implement an effective plan for coordinating the core evaluation process with the public schools of the region, to inform participants of the nature, needs and instructional priorities and techniques for special needs students, and to develop a program to appropriately serve these students

B. Specific goals:

1. to develop a model for the core evaluation process through the coordinated efforts of special educators, vocational educators, academic teachers and guidance personnel

2. to provide in-depth information for participants on the special needs of children and how to effectively provide for them within classroom settings

3. to prepare a written document reviewing the workshop findings and recommendations for successful programming of special needs students within vocational/technical environments

C. Specialists and professional personnel: representatives from the Division of Special Education and Occupational Education; public school, university, vocational/technical professionals in special education

D. Visitation to Wrentham State School, Wrentham, to observe mentally retarded persons in social, occupational therapy and vocational training environments

II. Workshop Schedule

A. Monday and Tuesday, July 1 and 2

1. workshops relating to nature, needs and instructional procedures for the successful inclusion of special needs students in regular educational settings

a.) three sessions per day dividing the total group into three smaller groups

b.) specialists in the following areas providing an overview of particular special needs and instructional techniques, allowing for discussion throughout sessions

(1.) intellectual difficulties
(2.) perceptual difficulties
(3.) behavior problems
(4.) physical or motor difficulties
(5.) audition difficulties
(6.) assessment of learning difficulties and prescription of instructional programs
(7.) career education

B. Monday, July 1 - Wednesday, July 17 (excluding July 4 and 5)

1. workshops at Blue Hills based on assignments and small group involvement concerning general purpose and specific goals

III. Core Evaluation Process

A. General objective: to plan and document in writing a procedure and recommendations for the core evaluation of eighth grade special needs students of the region and special needs students already attending Blue Hills Regional Technical School

B. Outline of general issues

C. Specific areas of concern

1. information necessary to determine vocational readiness for eighth grade special needs students concerning vocational, academic, motor, etc., data

2. recommended procedures to consider regarding the acceptance of certain special needs students within a vocational/technical school

3. recommended procedures for the core evaluation of students already attending Blue Hills Regional Technical School

IV. The Educational Plan

A. General objective: to plan and document an effective format for developing educational plans for special needs students attending Blue Hills Regional Technical School

B. Outline of general issues

C. Specific areas of concern

1. information necessary to develop an effective plan for special needs students within academic and vocational classes

2. determination of the strengths of students necessary for success in a vocational/technical school

3. constraints on special needs students that might affect inclusion and/or performance in a program

4. consideration for learning style especially for those who don't learn exactly the way instruction is presented

5. setting specific and realistic goals for three month, six month and nine month periods

V. Materials and Behavior Management

A. General objective: to plan and document a general plan for the instruction, use of materials and behavior management for special needs students attending Blue Hills

B. Outline of general issues

C. Specific areas of concern

1. principles for including special needs students in the regular programs at Blue Hills Regional

2. specific recommendations for effectively working with special needs students in academic and vocational classes

3. modifications in instruction which could be helpful to special needs students and others with learning difficulties

4. materials that could be recommended for assisting special needs students in the regular programs at Blue Hills Regional

5. recommendations for handling behavior problems for students who act out in class, including safety provisions in the vocational shops

THE CORE EVALUATION PROCESS

I. Purpose of the Core Evaluation Team

A. to determine the special needs of students, their degree of special needs involvement and the development of appropriate educational plans for those students determined to have special needs

1. the emphasis of the core evaluation process for the purposes of Blue Hills Regional Technical School relates to the following areas:

a. the acceptance of special needs students for full and part-time enrollment in vocational/technical programs at the school

b. the identification and continued inclusion of special needs students in most all areas of academic and vocational instruction at Blue Hills Regional

c. the development of realistic educational plans, modifiable to meet students' needs

d. the determination and provision of instructional modifications for the successful inclusion of those with special needs in regular programming at Blue Hills Regional

e. the provision of support services and instruction for special needs students attending Blue Hills Regional

f. assistance to the public schools of the region in determining appropriate educational plans for eighth grade or ungraded equivalent age students

II. Core Evaluation Team: General Role and Services

A. to develop a comprehensive plan for the selection and activities of personnel for the evaluation of special needs students attending Blue Hills Regional Technical School

1. to determine necessary staffing in the evaluation for special needs inclusive of an Administrator of Special Education, chairperson, certified psychologist, a registered nurse, social worker, guidance or adjustment counselor, physician, vocational educator and teaching personnel

2. to further evaluate students at Blue Hills Regional already

identified as having special needs, and to review their progress and modify existing educational plans if necessary

3. to evaluate the current population at the school to determine those students who have special needs and require special services

4. to prepare educational plans for those students identified as having special needs

5. to develop an operational plan for coordinating the core evaluation procedure with the public schools of the region, i.e., especially for expediting the enrollment process for ninth grade or ungraded equivalent age applicants with special needs

III. Organization of the Core Evaluation Process

A. The following organizational chart outlines the procedures necessary for the successful implementation of the core evaluation process within a vocational/technical region. The core evaluation process relates to both the procedures for eighth grade or ungraded equivalent age students* of the public schools of the region and those students already attending the vocational/technical school (see Figure 2).

A sequential overview of the procedures related to the core evaluation process is indicated in Figures 2 and 3. These procedures concern the necessary steps in the organization, referral, evaluation, educational plan and programs and services for special needs students as pursuant to the Chapter 766 regulations.

*ungraded equivalent age students refer to those considered trainable retarded, multiply handicapped and other students with more substantial special needs

Figure 2

CORE
EVALUATION
PROCESS

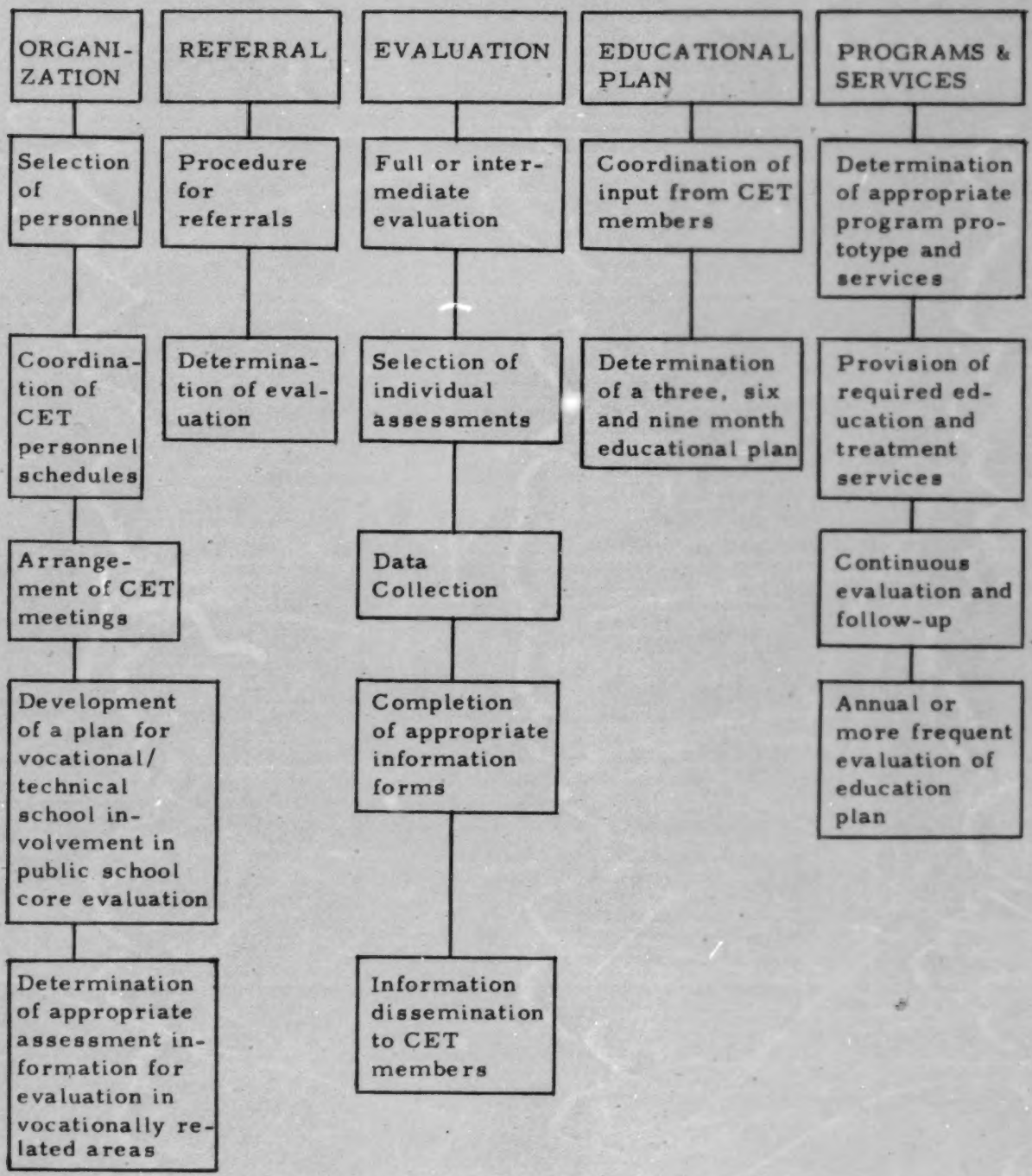
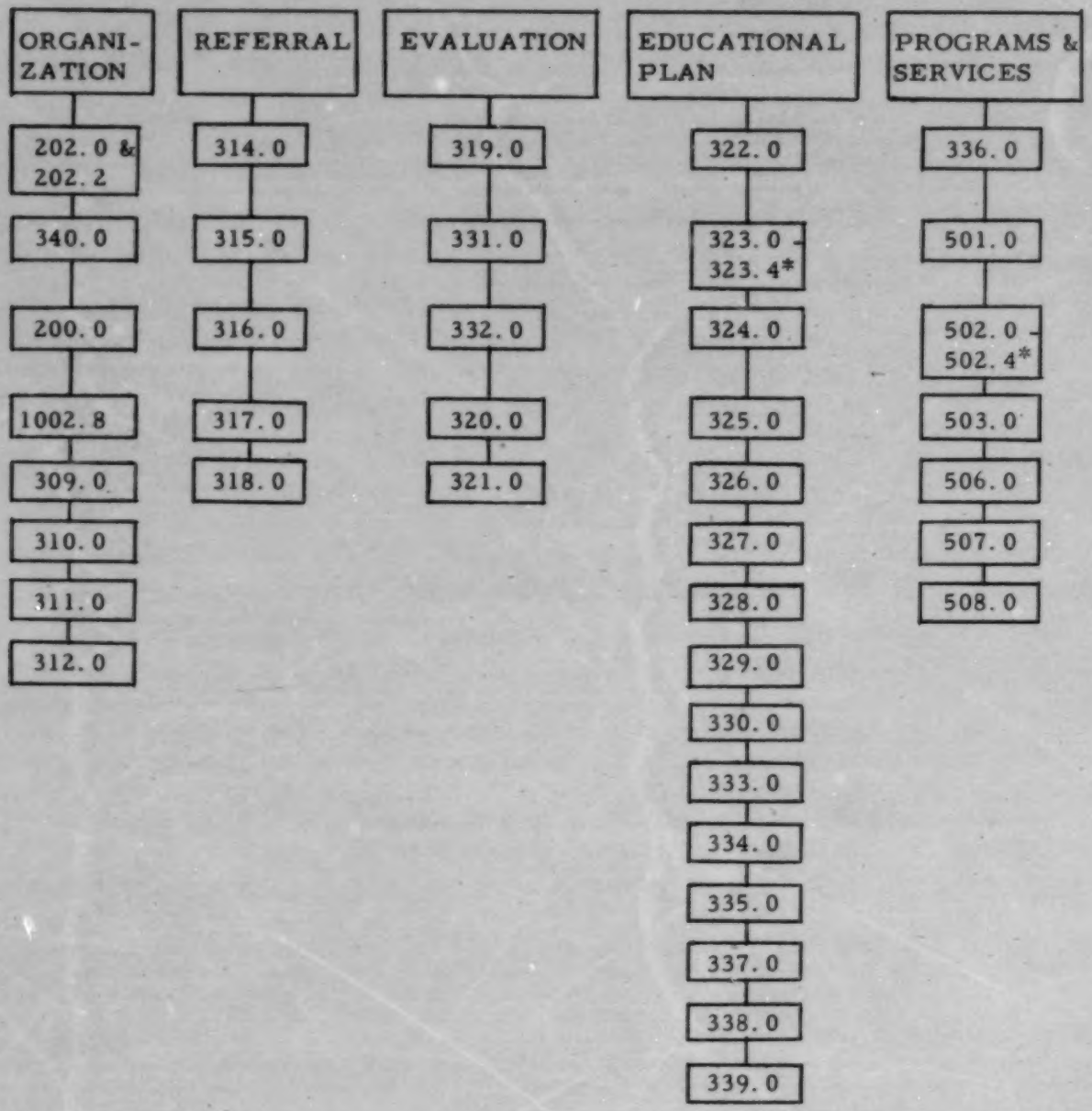

ORGANI-ZATION
REFERRAL
EVALUATION
EDUCATIONAL PLAN
PROGRAMS & SERVICES
Selection of personnel
Procedure for referrals
Full or inter-mediate evaluation
Coordination of input from CET members
Determination of appropriate program pro-totype and services
Coordina-tion of CET personnel schedules
Determina-tion of eval-uation
Selection of individual assessments
Determination of a three, six and nine month educational plan
Provision of required ed-ucation and treatment services
Arrange-ment of CET meetings
Data Collection
Continuous evaluation and follow-up
Development of a plan for vocational/ technical school in-volvement in public school core evaluation
Completion of appropriate information forms
Annual or more frequent evaluation of education plan
Determination of appropriate assessment in-formation for evaluation in vocationally re-lated areas
Information dissemination to CET members

Figure 3

A SEQUENTIAL OVERVIEW OF THE CORE EVALUATION PROCESS AND ITS DIRECT RELATIONSHIP TO STUDENTS ENROLLED IN MASSACHUSETTS' VOCATIONAL/TECHNICAL SCHOOLS



*regulations 323.4 and 502.4 relate only to those vocational/technical schools which develop substantially separate programs for students with more severe special needs or programs operated after regular school hours

IV. Roles and Responsibilities of the Core Evaluation Team

The following issues relate to the major roles and responsibilities of school personnel involved for the effective functioning of the core evaluation team. It is important that clarity of purpose and function exist for the overall core evaluation process.

A. General Issues

1. Selection of Personnel - It is suggested that the Administrator of Special Education in coordination with the Superintendent-Director and other administrative personnel select from existing staff or, if necessary, employ the required members of the core evaluation team in accordance with Chapter 766 regulation 311.0. For those vocational/technical schools that choose to employ an Area Coordinator of Occupational Education/Special Needs, it is proposed that this person be responsible for the development of an effective plan in coordinating the core evaluation process within the public school systems of the regional school district (see role description on page 30).

2. Types of evaluation to be conducted - It is evident that the core evaluation process of a vocational/technical school district concerns two separate but related procedures.

   a. Public school core evaluations - A cooperative plan should be developed to assist the public schools of the region in determining the necessary evaluation procedures and data collection (see Appendix A). This plan would facilitate career related recommendations and decisions, especially those involving eighth grade or ungraded equivalent age students with special needs. If sufficient evaluation data is collected and appropriate vocationally related determinations are planned for these students, it is expected that intermediate core evaluations would be necessary in most situations during high school. Educational plans would be carefully reviewed and monitored with modifications being made whenever necessary. The Area Coordinator of Occupational Education/Special Needs should be responsible for this function, in assisting the public schools to perform the necessary core evaluations of these students.

      (1.) Acceptance to vocational/technical schools - Following the career related core evaluations of eighth grade and ungraded equivalent age special needs students, the acceptance of these boys and girls for enrollment at vocational/technical schools could be based on a mutual arrangement and agreement with the public schools of the region. Many special needs students

can benefit from the regular program in vocational/technical schools with some or no modifications in their programs. Other more limited special needs students can benefit from modified training programs at the vocational/technical school or more effectively, in many cases, in programs developed within the secondary level public schools. Decisions relating to these cooperative plans could be articulated between special education representatives from the public schools of the region and the vocational/technical school. It is also recommended that the Area Coordinator of Occupational Education/Special Needs or other vocational/technical school personnel selectively review the responsibility of attending all public school core evaluations involving students 16 to 21 years of age pursuant to Chapter 766 regulation 311.1. In most instances, the person(s) from the vocational/technical school will know little about individual students being discussed. Therefore, if plans are effectively developed and coordinated with adequate program options for most special needs students, decisions on program placement and services will be facilitated by these provisions.

b. Vocational/technical school core evaluations - Core evaluations and educational plans must be provided for those students already enrolled in a vocational/technical school and referred as required by the Chapter 766 regulations. Intermediate core evaluations (regulations 319.0 and 331.0), are expected to be more widely used than full core evaluations, primarily as a result of regulations 324.1, 319.1(a) and 331.1(b) which stipulate:

(1.) 324.1 "In the case of a child who, at the time such child is evaluated, has been in a regular education program for the preceeding six months (exclusive of school vacations), the CET evaluating such child shall recommend that such child be placed in prototype 502.1 (regular education program with modifications). If after the end of the first eight weeks during which the child has been placed in such prototype, the person designated as the CET liaison person pursuant to paragraph 338.1, reports to the CET that such child is not making satisfactory progress, the CET shall reconvene to consider assigning such child to a different prototype and redesigning the child's educational plan. The Division acting through its Regional Branch Office may make exceptions to the requirements of this paragraph for children whose progress would be substantially impeded if they are placed for eight weeks in prototype 502.1 (regular education program with modifications)."

(2.) 319.1(a) "A full core evaluation shall be required in any case in which a child is referred because of the suspected existence of special needs which would require such child to be outside of the regular class for more than twenty-five percent of the time. A CET conducting an intermediate evaluation shall not recommend that a child be outside of the regular class more than twenty-five percent of the time."

(3.) 331.1(b) "The educational plan which is developed by the intermediate evaluation shall recommend placements only within the prototypes described in paragraphs 502.1 (regular education program with modifications) and 502.2 (regular education program with no more than 25% time out) except for those placements described in paragraphs 332.0."

3. Program options

a. Possible alternatives for effective programming between the regional public schools and the vocational/technical school include:

(1.) full-time programming at the vocational/technical school with resource assistance when necessary
(2.) one or two year training programs at the vocational/technical school emphasizing unit skill training
(3.) cooperative education at the vocational/technical school with work arrangements for juniors and seniors
(4.) after-school training programs at the vocational/technical school with academic and related instruction taking place at the regional public schools
(5.) one-half day in public school and one-half day at the vocational/technical school
(6.) substantially separate programs at the vocational/technical school

4. Scheduling of core evaluation meetings - The problem in scheduling core evaluation meetings to allow all necessary personnel to attend at the same time can be alleviated by the following arrangements:

1. scheduling particular time blocks on a weekly or semi-weekly basis in which persons are either not scheduled for teaching or other responsibilities during that time or substitute provisions are arranged

2. release time for inservice purposes at which time core evaluation meetings could be held

3. scheduling meetings after school hours with compensation paid to

participants at the core evaluation meetings who are contracted to work only until regular school activities terminate each day

B. Suggested Procedures for the Core Evaluation Referral Process

1. All discipline problems should be referred to the school personnel responsible for discipline referrals. If, in the opinion of one or more of these persons, the student's behavior appears to result from a possible special need, the student should be referred to the Principal or person acting as the Principal of the school, who will determine if a referral for core evaluation is necessary as indicated in Chapter 766 regulation 315.1. Otherwise, all discipline problems and referrals should be handled in the regularly prescribed manner.

2. All necessary procedures should be attempted to conform with Chapter 766 regulation 314.0 which states "Prior to referral of a school age child for an evaluation, all efforts shall be made to meet such child's needs within the context of the services which are part of the regular education program. In addition, all efforts shall be made to modify the regular education program to meet such needs."

3. Three actual referral procedures are to be considered:

   a. referral by persons specified in regulation 316.0 for a possible evaluation
   b. referral and determination for an evaluation by the appropriate persons included under regulation 315.0
   c. "The Administrator of Special Education shall decide, based upon the recommendation of, and the information provided by the person making the referral, whether a full core or an intermediate evaluation is required", according to regulation 319.0.

4. In the case of those referrals in vocational/technical schools, the Principal or other staff member serving in that capacity, will be responsible for many of the decisions relating to core evaluations. The Principal, after receiving the initial referral from the prescribed persons included under regulation 316.0, has two options:

   a. meeting the student's needs in the regular education setting with modifications, if necessary
   b. referring the student and the referral form to the Administrator of Special Education with information as to what has been accomplished to assist the student up to that time

5. After the determination is made that a core evaluation of a student is necessary, the Administrator of Special Education shall conduct any and all evaluations in accordance with the Chapter 766 regulations.

6. It is recommended that all personnel responsible for referring students for core evaluations keep a written on-going account of a student suspected of having special needs, so that the reasons for referral may be accurately substantiated. Each account should be as objective, factual and impersonal as possible, leaving determination as to cause to the core evaluation team. Such written information will also be very helpful if a core evaluation is deemed necessary.

V. Core Evaluation Procedures

A. No later than five days after a school age child is referred for an evaluation by the persons listed in regulation 316.0, the school committee shall send a written notice to the parents of such a child ... (regulation 317.0).

B. Each school committee shall insure that the parents of each child referred for an evaluation have an opportunity to meet, with or without the child attending, with the chairperson of the CET or that person's designee ... (regulation 318.0).

C. Within 30 school working days after the notification to parents of a referral for evaluation, the school committee shall provide either a full or intermediate core evaluation ... (regulation 319.0).

D. A full core evaluation shall consist of the following assessments: educational status, assessment by a teacher who has recently had the student, a comprehensive health examination, an assessment by a psychologist, family history, and any additional assessment deemed necessary by the CET ... (regulation 320.0).

E. Upon completion of the assessments, the CET members shall determine if the child evaluated has special needs and if special needs are determined to be present (regulation 321.0) an educational plan is to be developed (regulation 322.0), including the required program prototypes and services to be provided ... (regulations 502.0 and 503.0).

F. No later than ten days after the CET completes its evaluation of a school age child, the school committee shall send a written notice to the parents of such child specifying the evaluation has been completed, the educational plan, and the rights of parents for decision and further options ... (regulation 325.0).

G. No less than 15 days following the 30 day time period as specified in regulation 400.0, the parents of the school age child being evaluated shall make a decision relating to the findings of special needs and the recommended educational plan ... (regulation 326.0).

VI. Roles and Responsibilities of the Core Evaluation Team Members

A. Administrator of Special Education

1. to supervise the programs serving special needs students inclusive of program and curriculum development, staff, counseling, instruction, job placement, ancillary services for students and coordination with the administration and faculty of the school

*2. to exercise general supervision over the identification, referral and program planning for all special needs students attending the school

*3. to provide for the register and census required by Chapter 766 regulations 300.0 and 301.0

4. to coordinate the overall plan for the inclusion of special needs students in vocational and technical programming at the school

5. to review and screen special needs candidates for admission to the school and make recommendations to the guidance department regarding candidacy for acceptance

6. to review and submit the budget for each school year upon receipt from the instructors of special needs students

7. to formally be responsible for all financial concerns relating to the programs inclusive of tuition for non-resident students

8. to communicate with school administrators within and outside of the regional district, representatives from the Department of Education and other related school and agency personnel to ensure the successful programming, services and related provisions for special needs students attending the school

9. to assist in activities relating to career programming and planning for special needs students of the public schools of the region

10. to arrange regular meetings with instructors of special needs students and other school personnel to ensure continuous discussion, development and evaluation of the programs and to regularly review the progress of enrolled special needs students.

11. to plan and develop new programs for special needs students and make the necessary recommendations to the Superintendent-Director of the school for consideration and possible application

*12. to insure that current records are kept of all information relating to evaluations required to be maintained by the Chapter 766 regulations

*13. to designate a chairperson for the Core Evaluation Team (CET) at the school, however, that when a school committee has less than three thousand children enrolled in its school system, the Administrator of Special Education may be a member of the CET, a CET chairperson or both

*14. to assist in the organization of the CET

*15. to receive referrals of school age children and assign such children to individual full core or intermediate core evaluations

*16. to maintain a current list and description of program options available for school age children with special needs

*17. to assist the CET to find the best combination of educational and other services for each school age child with special needs

*18. to assist the CET in carrying out any other duties required by the Chapter 766 regulations

19. to be responsible for the necessary requirements and provisions for grant proposal writing and submission to appropriate state and federal agencies upon review and approval by the Superintendent-Director and District School Committee

20. to submit an annual progress report to the Superintendent-Director and District School Committee including numbers of special needs students served, a review of programs and services offered, an overview of the success of the programs, follow-up and job information and recommendations for further development of programs and services

21. to arrange the necessary provisions for the teachers of special needs students to attend important activities related to the programs including meetings outside of the school, job placement and follow-up procedures inclusive of classroom coverage and substitution provisions when necessary

22. to delegate certain responsibilities to the teachers of special needs students when deemed necessary to facilitate the proper completion of necessary activities

*refers to responsibilities pursuant to Chapter 766 regulation 310.0

23. to plan and develop cooperative arrangements with business-industry-community personnel to ensure successful collaboration in such areas as job placement, consultation and advisory committee involvement

B. CET Chairperson

1. to coordinate all activities relating to core evaluations in co-operation with the Administrator of Special Education

2. to complete all necessary forms prior to evaluations

3. to assist the Administrator of Special Education in the receiving of referrals and the assignment to full or intermediate core evaluations

4. to coordinate the completion of the necessary assessments within the required 30 day period

5. to request and collect the necessary written information from members of the CET prior to meetings

6. to meet with parents prior to the date of the evaluation to discuss the reasons for the referral and the nature of the evaluation

7. to chair the CET meetings and ensure that propriety and accuracy of information discussed is in the better interest of the child being evaluated

8. to introduce the preliminary information relating to each student being discussed

9. to solicit important information from CET members

10. to summarize information presented and request decisions on the existence of special needs and the determination of appropriate educational plans

11. to communicate with parents on matters pertaining to the core evaluation of their school age children

12. to monitor the programs for special needs students as prescribed in their educational plans

13. to coordinate the annual re-evaluation of special needs students reviewing the educational progress and success of the previous educational plan

C. Registered Nurse, Social Worker, Guidance or Adjustment Counselor

1. to review pertinent family history including a home visit with written parental consent

2. to provide written reports on the social adaptation of each child at home, in the neighborhood and in peer groups inclusive of interactions with school age peers

3. to present at CET meetings the overview and results of any counseling sessions and meetings with parents or agency personnel that would assist in better determining the existence of special needs or appropriate planning for students being evaluated

D. Certified Psychologist

1. to administer psychological examinations with specific review and recommendations of said evaluations based on the relationship to the application of the findings to vocational involvement

2. to interpret the findings to other members of the CET as related to the child's interaction in the educational context

3. to review individual sessions with the child whenever such meetings were held

E. Licensed Physician

1. to complete the required comprehensive health examination as required by the Department of Public Health

2. to present findings of the report in person at CET meetings or by designation of another physician or a registered nurse

F. A Teacher Who Has Recently Had the Student Being Evaluated

This person can be the teacher who referred the student for an evaluation.

1. to review the child's abilities based on those contained in the regular education program

2. to present a statement at CET meetings of the child's functioning and achievement in the school program

3. to present a statement of the child's behavioral adjustment, attention capacity, motor coordination, activity levels and patterns, communications skills (including reading and writing),

social relationships with groups, peers and adults and other pertinent educationally related information

4. to maintain accurate on-going records of any student whose behavior in class may be responsible as a result of possible special needs

5. In the case of resource specialists who have worked with a student being evaluated, additional information such as general and specific language, achievement, reading and spelling evaluations should be included in the assessments of students being evaluated for special needs. In most situations, when an academic, a vocational or a related instructor refers a student for an evaluation that teacher will be required to attend core evaluation meetings.

G. An Administrative Representative of the School

1. to review the child's educational status at CET meetings including a history of the child's education, an overview of school progress and a statement of the child's current standing (grade reports should also be presented especially in the cases of students who present a risk of non-promotion at mid-year or are not promoted at the end of the school year)

H. A Parent of the Child

1. to present and discuss all appropriate information that would be in the better interest of the child being evaluated (this principle also relates to all other members of the CET)

2. to assist the CET regarding information that may not have been available or known by the CET

(a.) parents should not participate at CET meetings for the expressed purpose of defending the actions of their children, but rather for the discussion and evaluation of the behavior of their children in determining the possible existence of special needs, the appropriate program modifications or educational plans that would be most beneficial to the children being evaluated

I. The Teacher Who Will be Primarily Responsible for Teaching the Child

1. This person, or possibly persons in some situations, should be prepared to analyze the information discussed by the other CET members and recommend modifications of the student's program.

2. This person should also present an overview and details of the program of instruction or services to be recommended for consideration by the CET if a student's program is to be modified.

J. The Primary Person Who Will be Assisting the Teacher Described In (I)

1. This person should evaluate the information presented at CET meetings and make necessary recommendations to the teacher who will be primarily responsible for teaching the child.

2. If this person is an instructional aide or provides related services, he or she should be prepared to discuss the services that are available.

K. An Approved Vocational Educator (as deemed necessary by the CET chairperson for students 16 - 21)

In the case of those vocational/technical schools which choose to employ an Area Coordinator of Occupational Education/Special Needs, the following roles and responsibilities are recommended:

1. to coordinate the core evaluation activities for eighth grade and ungraded equivalent age special needs students of the regional communities

   a. input to the evaluative process
   b. development and implementation of vocational evaluation assessments for eighth grade and ungraded equivalent age special needs students
   c. utilization of evaluation data to determine proper programming of special needs students for placement and educational planning at grade 9 or for ungraded equivalent age students requiring occupational education through:

      (1.) a vocational/technical school
      (2.) occupational training within a public school environment inclusive of work/study provisions
      (3.) an occupational training center
      (4.) a sheltered workshop
      (5.) other training provisions; i.e., evaluation center, private training facilities, vocational assistance to the Directors of Special Education of the region in planning for the special needs students under their jurisdiction

2. to provide assistance to the regional public schools in determining priorities for training and related services for special needs students

a. selecting the appropriate educational plan for grade 8 or ungraded equivalent age students requiring occupational education, based on the program prototypes of the Chapter 766 regulations

3. to assist the Administrator of Special Education

   a. core evaluation of special needs students attending the vocational/technical school
   b. coordination and development of existing programs for special needs students within the vocational/technical school
   c. job placement support for special needs students attending the vocational/technical school

4. grant proposal application

   a. writing and submitting proposals to the appropriate state and federal agencies to assist in the development of reasonable training programs and services for special needs students within the region

5. development of a priority inventory for job opportunities following a survey of the regional communities and their peripheral areas to determine the business-industry needs

   a. to meet with employers to determine their existing and emerging employment needs
   b. to establish an advisory committee of local employers and related personnel to provide continuous support and advisement for appropriate programming and services for special needs students

VII. Suggestions for the Core Evaluation Team

· Every effort should be made to modify or adjust the regular program of the student being considered for a core evaluation in order to allow a situation emphasizing successful inclusion in the regular program.

· Preliminary meetings or discussion sessions should be held for clarity purposes before the parent is asked to join a CET meeting.

· Pertinent information should be obtained and coordinated prior to the formal assessments to assist the student and the persons working with the student; i.e., general overview of student's current program, modifications attempted during present program, educational status, etc.

· All school personnel participating in the core evaluation should peruse a student's record, reviewing information that would be helpful to them in knowing more about the student. Information that is confidential and not appropriate for review by all members of the CET should be withheld for review upon the discretion of the CET chairperson and approval of the Administrator of Special Education.

· All persons participating in the core evaluation process should be aware of the recent regulations proposed by the Department of Education pertaining to student records, their proper use and confidentiality of information.

· Specific areas of discussion should be designated to allow cohesion and continuity during the CET meetings.

· A recorder should be assigned at each CET meeting, and the reported information could be typed and placed in the student's file.

· Written tests, reports and related assignments done by the student should be brought to the core evaluation meeting by persons on the CET.

· A short written summary of each person's involvement with a student to be evaluated might be completed and presented at the meeting with copies for all members.

· Participants should be as brief and concise as possible in presenting information and discussion relating to the evaluation, avoiding details which are not important.

· Anecdotal records should be kept by teachers and other school personnel to maintain a sequence of behavior and performance of students suspected of possible special needs. All information should be as factual, objective and impersonal as possible.

- It is often advisable to have members of the CET discuss the student's current program and progress before discussing records and previous assessments.

- Records of the student's program and assessments should be presented and interpreted by qualified professionals for purposes of information and understanding.

- Family related information is especially important for greater understanding of the student and for possible provision of appropriate services beyond the core evaluation process.

- The chairperson should coordinate but not control CET meetings for the compilation of important information from participants in the areas of staff and specialists' observations, previous records and progress and performance in the current program.

- Professionalism and tactfulness during core evaluation meetings should always be considered especially with the anticipated presence of parents.

- All records reviewed at each CET meeting should always be returned to the student's cumulative file.

THE EDUCATIONAL PLAN

Commendations

- The administration and faculty of Blue Hills Regional have shown a general interest in serving special needs students.

- The type of practical, hands-on instruction at Blue Hills Regional usually provides a more interesting and valuable program for special needs students.

- Blue Hills has been a leader in the education and training of special needs students, beginning in 1969.

- The exploratory program for ninth graders offers a variety of vocational shop experiences.

- The vocational shop atmosphere can be more conducive for the social integration of special needs students.

- There are vast areas for student involvement; i.e., student council, varsity and intramural sports, etc.

- Blue Hills Regional has previously drawn from unidentified special needs populations, so that school personnel involved have a familiarity with special needs students.

- Blue Hills has many options to reach more students in other career related programs such as career development in the public schools, use of the careermobile, afternoon programs with small group instruction.

- There is no limitation as to the goals that a student can achieve as evidenced by the individuality of demonstrated abilities and level of job placement in the community.

- Success in Blue Hills is performance oriented, based on what students can do rather than what they can't do.

- Meaningfulness of preparation for the world of work gives students a sense of purpose.

Recommendations

- Initial evaluation of eighth grade or ungraded equivalent age students should be completed and this evaluation be used to determine appropriate prototypes for vocationally related programming and services (see Appendix A).

· In vocational shop classes, job requirements should be matched to the students, allowing for individual differences in learning style and ability.

· Special needs that may involve safety, discipline or physical problems should be noted beforehand so that modifications in the use of equipment and instruction can be made to facilitate learning.

· Behavioral difficulties that cause problems both in safety and instruction should be carefully and factually documented for referral purposes.

· Teachers can adapt the materials and instructional style to suit the limitations of the student; e.g., breaking down tasks to their simplest form, checking student understanding by individual questioning.

· To create a climate of success, teachers should be aware of student limitations and grade accordingly.

· Teachers should try to identify individual problems early and informally consult the resource teacher(s) for possible solutions and modifications within the classroom.

· The three month educational plan should be based on the regular curriculum for the majority of students enrolled in the first two Chapter 766 prototypes. The teacher should be looking for student limitations and modifications of their own instruction.

· Realistic goals should be planned for those special needs students who are identified within existing programs in the form of an educational continuum for the purpose of preparing students for return to as full a regular program as possible.

· The six and nine month educational plans should be determined and modified when necessary as a result of information gained during the first three months of the plan.

· Resource teachers should serve to help write the educational plans for special needs students and to follow-up on student progress and the success of each educational plan.

· Post-secondary school and higher achieving high school students could be involved in individual remedial, oral testing and related activities with special needs students.

· A list of specific teaching recommendations should be prepared for classroom teachers to use in regular classroom instruction for both identified and unidentified students; i.e., written rather than oral directions, typed work sheets, etc. These recommendations should be practical to assist regular class teachers.

· The support of the resource teacher is intended to help the vocational teacher as well as the academic teacher to ensure that educational plans are successful and modifiable.

· Resource instruction should be developed to allow a flexible system without having students enrolled in separate classes for English, mathematics, etc., unless necessary. Special needs students should be scheduled in academic classes which are smaller than other classes with the same subject matter, i.e., if one science class has 30 students and the level of instruction is the same in another science class of 16, special needs students can usually be better served in the smaller class with greater individual attention expected.

· Audio-visual equipment should be made available for each department to serve special needs students. The resource room should have an adequate inventory of its own equipment, materials and supplies.

Recommendations

- The resource teacher(s) should be involved in the scheduling of special needs students.

- If a student cannot learn successfully even with modifications in certain academic areas, the subjects should be taken with the resource teacher(s).

- Individualization of instruction requires supportive services and facilities.

- Students should be graded according to their own ability.

- If a student is having considerable difficulty after different methods have been tried, then placement should be reassessed. Only after all reasonable modifications have been tried should the student be withdrawn from particular subject areas and be given full-time instruction in that area with the resource teacher.

- Alternative methods of teacher testing, such as oral examinations, should be included in the program for special needs students.

- Materials, including tests, should be typed or printed, especially for those students who have difficulty in reading cursive writing.

- Transfer from what students already know to what they are being taught in related subjects or other subjects is important.

- Discipline for special needs students should be handled by the classroom teacher or through regular school procedures with the resource teacher being informed of discipline problems.

- A separate special needs budget should be established to provide materials, safety equipment, books, etc., for additional support of the regular instructional program for special needs students.

- Individualized or resource instruction and support should be considered when a student cannot succeed with the normal instructional methods.

- Audio-visual equipment and other materials should be available for individual student use; i.e., tape recorders with headphones, NCR notebooks, filmstrips, special texts. Resource teachers should recommend and acquire special materials for individual students.

· All students should be treated as equals in classroom situations.

· Related technology teachers may require considerable assistance in modifying their instructional materials for special needs students especially with reference to high reading levels of textbooks and related requirements.

· The resource teacher(s) should have some vocational background for including special needs students in the regular programs.

· Instruction should be based primarily on students' strengths and not their weaknesses.

· A multi-faceted approach should be utilized to understand the special needs student. This will include emotional stability, attention span, speaking vocabulary, language usage, social awareness, motor skills, general learning ability, capacity to imitate, associative abilities and reading and math ability.

· Consideration of the total individual with both capabilities and limitations is paramount in making successful academic and vocational placements.

· Any specific learning or behavior problem which may affect the special needs student's ability to adjust within the regular classroom or shop should be identified by the resource teacher so that staff members can make adequate provisions to aid in that individual's adjustment.

· Modification of instruction could include the availability of a cooperative work experience program for special needs students. Participation in this program should be determined by the core evaluation team on an individual basis.

· Adequate provisions should be made available to administrators, instructional and other school personnel to provide information and inservice sessions with respect to special needs students.

2 PLANNING INSTRUCTION FOR SPECIAL NEEDS STUDENTS

"If a child can't learn the way we teach, we better learn to teach the way the child learns."

Pearl Buck

THE RESOURCE INSTRUCTIONAL PROGRAM

I. Resource Instructional Program: Overview

The procedures for special needs and academically less able students enrolled in the regular day program of instruction at Blue Hills Regional Technical School are based on a system that emphasizes these areas:

1.) referral
2.) identification
3.) educational planning
4.) programming and services
5.) resource instructional assistance where necessary

The resource instructional program at Blue Hills Regional is based on a definite commitment to the concepts of normalization (integration) and individualization. The "normalization" principles espoused in the literature specifically relate to making available to special needs students those patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society. For special needs students at Blue Hills, this system allows inclusion in the regular program to the greatest extent both possible and reasonable, to meet individual needs and capabilities. Consequently, special needs students are involved in all aspects of regular school activities. Individualization occurs for special needs students through clarifying instructional objectives and alternatives. Resource instructional assistance is provided for students in varying degrees, according to individual needs and capabilities. The necessity for increased sensitization to the needs of these students is implied through resources available in both regular and special education practices, programs and curricula.

Overall, the primary goal of the resource instructional program at Blue Hills Regional is to provide educative and personal support for special needs and academically less able students as participants in the regular program. Three objectives to implement this general goal are:

1.) to develop and operationalize an instructional program which supports special needs students in their regular program through resource instructional assistance.
2.) to provide an organized system whereby special needs students receive instructional assistance with resource teachers in identified weakness areas while remaining in the regular program as much as possible and reasonable.
3.) to involve both regular and special education teachers to cooperate in developing educational plans, using various methods and approaches and discussing student progress and problem areas on a continuous basis.

II. Referral and Service Procedures

Students already enrolled at Blue Hills Regional Technical School are referred for possible involvement in the resource instructional program or evaluation for special needs through the following procedures.

A. Written referrals are submitted to the Guidance Department on forms distributed to teachers.

1.) All referrals are screened by the Guidance Department and the Administrator of Special Education for discussion with resource teachers.

2.) Resource teachers then discuss students referred with teachers referring students. As much information as necessary is recorded relating to the difficulty areas including attempts at modifying regular instruction.

3.) Resource teachers then discuss the individual referrals with the Administrator of Special Education.

4.) Students are scheduled for resource instruction when determined necessary by mutual agreement of instructional, guidance and special education personnel.

B. Other candidates for resource instruction are screened by resource teachers through review of warning notices. Students who receive two or more warning notices are reviewed by the Guidance Department and the Administrator of Special Education.

1.) Resource teachers then discuss problem areas with teachers giving warning notices.

2.) Resource teachers next complete referral forms during or after discussion with teachers who gave the warning notices, indicating the problem areas and attempts at modifying instruction.

3.) Students are scheduled for resource instruction when determined necessary by mutual agreement of instructional, guidance and special education personnel.

C. Informal conversations with teachers who wish to discuss individual students without completing the referral form are strongly encouraged. Recommendations for modifying instruction in the regular classroom are discussed with the resource teachers. Tact in recommending without telling teachers what to do is extremely important. For those students who may require resource instruction, teachers are

requested to complete the referral form and return it to the resource teacher for review and discussion with the Administrator of Special Education.

D. Problem areas of students can be determined through:

a.) excessive absenteeism
b.) teacher referrals for lack of achievement
c.) skipping classes
d.) discipline problems
e.) refusal to work in class or do assignments

E. For those special needs students with whom the resource teachers are working, these procedures are employed for communication purposes and assistance to students and teachers.

1.) Using a communication form which all teachers working with these students have for arranging conferences

2.) Speaking to students' teachers on a regular basis

a.) talking to students' vocational teachers during academic week
b.) speaking to their academic and related instructors to discuss success and difficulty areas for use in resource instruction with individual students the following academic week

3.) Conferring with the Administrator of Special Education on a regular basis as to problem areas with the resource instructional program and student progress

4.) Employing the monthly evaluation forms submitted by teachers working with the special needs students for evaluative purposes

5.) To use the monthly reports as the basis for quarterly evaluation to be distributed to other school personnel and parents and used for discussion purposes

6.) Developing the resource instructional program

a.) to provide support and remedial activities for regular instruction
b.) to work on areas of weakness in such areas as spelling, reading and math
c.) to include a schedule of curriculum and instructional activities for those students receiving full-time resource instruction in English and Math

F. Prior to referral for an evaluation for potential special needs, all efforts are made to meet the needs of students within the context of the regular education program. In addition, all efforts are made to modify the regular education program to meet such needs in accordance with Chapter 766 regulation 314.0.

G. The following Chapter 766 regulations are also utilized for evaluation of potential special needs students.

1.) 315.1 - "A child in the regular education program, who, at mid-year, presents a substantial risk of non-promotion. For purposes of this paragraph, a substantial risk of non-promotion shall be considered to exist if a child is failing in two or more non-elective subjects. The principal of the school attended by such child shall receive the referral and be responsible for determining whether a referral for an evaluation should be made."

2.) 315.2 - "A child in the regular education program who fails to be promoted at the end of the year. The principal of the school attended by such child shall receive the referral and be responsible for determining whether a referral for an evaluation should be made."

3.) 315.3 - "A child in the regular education program who has been suspended for more than five school days in any quarter or permanently excluded from school. The principal of the school attended by such child shall receive the referral and be responsible for determining whether a referral for an evaluation should be made."

4.) 315.4 - "A child in the regular education program who has been absent without a medical excuse for more than fifteen school days in any quarter. The principal of the school attended by such child shall receive the referral and be responsible for determining whether a referral for an evaluation should be made."

5.) 315.5 - "A child who has been committed to, referred to, or detained by the Department of Youth Services, and who is currently under their jurisdiction. A regional official of the Department shall receive the referral and be responsible for determining whether a referral for an evaluation should be made."

5.) 315.6 - "A child who demonstrates a substantial negative change in alertness, learning or behavioral capacity within two weeks after returning to school after illness with the mumps, measles, chicken pox, encephalitis or other high fever, or after cerebral injuries involving loss of consciousness. The school nurse shall

inquire into the condition of such child within such two week period, and shall be responsible for determining whether a referral for an evaluation should be made."

H. In addition, any previously unidentified students who exhibit considerable difficulties in the areas of hearing, sight, behavior, learning, physical mobility or function, or any combination of these conditions should be referred to the Administrator of Special Education for possible evaluation.

I. Teachers are requested to maintain a written record of behavior relating to resource assistance and possible evaluation for special needs in order to provide important information pertinent to referrals. All written records should be as factual, objective and impersonal as possible and will be used for discussion purposes at conferences regarding students.

J. The purpose of these referral procedures is to help both students and teachers. Teachers' assistance in providing the necessary support for these activities is extremely important to ensure greater success for students having difficulties in their instructional programs.

III. General Role and Responsibilities of Resource Teacher/Special Needs

A. Instruction

1. small group

a.) to teach students in the areas of reading, math and language development to further support the development of learning

2. individual

a.) to support inclusion in the regular program
b.) to remediate and help students compensate for specific weaknesses

3. afterschool (when necessary)

a.) to further assist individual students in their regular and resource classroom activities
b.) to tutor in academic and vocational areas

B. Support in Regular Program to Facilitate Integration

1. coordination of each student's program with regular teachers

a.) regular communication with academic and vocational instructors on progress and difficulty areas of individual students

b.) written reporting with continuous record of student progress and problem areas

2. modification of regular program for individual student's needs

C. Counseling of Students

1. to regularly confer with students on their programs and difficulty areas

2. to include parents and supportive personnel in regular conferences

3. to provide crisis intervention availability

D. Curriculum Development

1. to develop an overall rationale for curriculum needs of special needs students

2. to develop a workable vocabulary and approach to course vocabulary

3. to develop behavioral objectives that are reasonable for special needs students based on 3, 6 and 9 month educational plans

E. Reporting to Parents

1. development of workable educational plans

2. regular reporting on progress of students

3. availability for day to day needs of parents and students

4. assistance to parents with materials and homework given to students

F. General and Specific Assistance to Teachers

1. modification of tests

2. oral administration of exams

3. assistance in classroom techniques and procedures

4. assistance in exam development

5. assistance in types of homework assignments

IV. Hints for Resource Teachers

A. Instruction

1. assistance with curriculum modification for regular teachers can be helpful to support special needs students

   a.) check on reading levels of textbooks and related instructional materials
   b.) work with teachers and students on vocabulary, its use in the proper context and simplicity of words used in definitions

2. individualize program modifications with the student's potential in mind, i.e., the student will not be able to write a satisfactory report; recommend an alternate approach

3. recommend alternate learning materials and approaches such as use of tape recorders, oral tests, etc.

4. schedule special needs students in small groups for resource instruction when necessary; some of these students will definitely need this support

5. use specific diagnostic and assessment procedures on a regular basis to evaluate progress of special needs students

6. arrange afterschool sessions with special needs students by mutual agreement of teacher and student to provide additional support

B. Behavior

1. try to find the reasons for student behavior and under what circumstances the behavior usually occurs

2. request regular teachers to keep anecdotal records on students with behavior difficulties

3. try to solve the problem in the classroom without removing students unless determined necessary

4. schedule and adjust student's program to meet student's needs; change program to get both teachers and students out of intolerable situations

5. involve guidance personnel as much as possible

6. give immediate attention to a safety related problem in the shop class; a mutual arrangement should be decided to allow for safety of the individual student and that student's classmates

7. involve parents for behavior related problems to assist students and teachers

SUGGESTIONS FOR INSTRUCTING HEARING IMPAIRED STUDENTS IN VOCATIONAL/TECHNICAL SCHOOLS

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Edward Doyle and Stephen Nestor
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· Seat hearing impaired students in the front of the room to maximize lip-reading opportunities.

· Try to have light available on the speaker so that lipreading can be facilitated.

· Pair up a hearing student with a hearing impaired student for duplicate note-taking purposes. This procedure will allow the hearing impaired student to fully concentrate on class instruction.

· Try to face the class as much as possible while teaching to avoid talking and facing the blackboard at the same time.

· Moustaches and beards may present an obstacle for hearing impaired students, especially for those who rely heavily on lipreading for communication.

· Use as many visual aids as possible, thereby making the learning experience as visual as possible.

· Remember that deafness imposes tremendous language limitations upon the hearing impaired individual, i.e., the deaf student may do very well in shop, but have difficulty in related classes where terminology is being presented to them.

· Instructors should have close contact with the resource teachers of the hearing impaired to facilitate and maximize the hearing impaired students' education. If the hearing impaired students are experiencing any difficulty, their resource teacher(s) should know as soon as possible.

· A class outline as well as an extra set of texts given to the resource teacher(s) and other specialists working with hearing impaired students is very helpful.

· Learning a few signs and fingerspelling by instructional personnel increases communication possibilities and also brings about a closer relationship between teachers and hearing impaired students.

· Just because persons are hearing impaired does not mean that they can cope better in a noisy environment. They may have sound tolerance problems or may not be able to physically tolerate the vibrations that some machines make.

· In a testing situation, a hearing impaired person may not do as well as a hearing person, particularly when the instrument is highly verbal; e.g., achievement tests, intelligence tests and examinations given in classes.

· A particular test instrument, such as a math test, may appear to be non-verbal. However, this apparent non-verbal aspect may relate to the various test items and not to the verbal element contained in the directions given for taking the test. Oral test directions which are not clearly presented will most likely penalize the hearing impaired student who may otherwise know the subject matter.

· Whenever test directions are required, teachers should write them out on the blackboard, underline them on the test paper or outline directions clearly with some notation to the key elements of the directions; e.g., Make a list of all the components essential for building an AC/DC alternator.

· Hearing impaired persons may appear somewhat confused in certain situations. Remember that they depend on facial and visual cues to let them know what's happening, e.g., they may misinterpret some innocent laughter that seems to be directed toward them.

· A parallel situation may occur with teachers who have more than one hearing impaired student in their classes. When hearing impaired students converse with one another in sign language, teachers may become suspicious, e.g., a teacher may think they are not attending to instruction.

· Many hearing impaired students have been previously enrolled at schools with exclusively deaf environments. They are used to being in small classes where intimate relationships have been formed and where communication has never been a problem. Consideration and understanding of this situation is important.

· As a rule, hearing impaired students tend to be older than their fellow classmates, which can be a problem for them.

· There are varieties of hearing impaired people just as there are varieties of hearing people. Resource personnel for these students understand the complexities and problems that hearing impaired persons face daily and can provide excellent support, assistance and information for other school personnel.

SOME RECOMMENDATIONS FOR ASSISTING STUDENTS WITH PERCEPTUAL DIFFICULTIES IN VOCATIONAL/TECHNICAL SETTINGS

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Goals

- Allow each student to experience success based on ability and modification of instruction when necessary.
- Tell students what you expect them to memorize or know.
- Tell them what you expect them to produce.
- See if they agree that they can meet the requirements of your expectations.
- Tell student each week what separate and discrete goals are expected.
- Establish short and long-term goals for each student, based on the student's ability and continued progress.
- Decide whether memorization or understanding is most important.

Giving Directions

- Give directions one or two at a time and check on understanding.
- Ask students to put directions in their own words.
- When there are written directions, try to make sure that each section of an exercise has its own directions, even if this means duplication of directions.
- Read directions to the class.

Presenting Material

- Decide what prerequisite skills students need to successfully handle material presented.
- Break down complex ideas and tasks into smaller component tasks.
- When giving an explanation, explain a phrase or a sentence at a time.
- Write important phrases on the board as you say them. Seeing and hearing at the same time acts as a reinforcement.

· Decide what material the student must know and what material really must be memorized. Understanding the concept generally remains with the student longer than simply memorizing definitions and concepts.

· Material to be memorized may be more important to the student if it is mimeographed or duplicated.

· If students are required to copy outlines or long passages, either from lecture or from the boards, mimeographing the material helps.

· It is helpful for the teacher and the student to have the five or ten main points of the lesson (phrases are enough) in front of them during the class. Mimeograph and leave plenty of room between each one of them for the students' notes. Teachers might ask the student to keep these in a folder or notebook. This collection of notes gives students with poor memory and poor organizational abilities something to organize thinking and help remember.

· An operation is better understood if taught within a concrete context. Formulas in science have more meaning for those in the automotive trades who have seen them at work in the automobile.

· It's often difficult for students with learning problems to generalize a procedure or operation on their own. It is helpful to return to basic principles which are involved in each new problem.

· Hands-on, concrete examples are those which convey the most meaning and which are best remembered. If it can be visualized, it can usually be remembered.

· Pictures in textbooks help the student to visualize and conceptualize. However, it may be necessary to coordinate the picture with the part of the text it represents.

· It is important to associate symbols with concrete examples.

· Asking students to visualize and possibly act out the steps in an operation may assist them in learning.

· Ability to read charts and graphs may be a skill the student has never acquired. It may be necessary to teach this concept as a separate skill.

· Reviewing daily and going back to already "learned" ideas helps students with learning difficulties. It's surprising how fast students may forget what they seemed to know well.

Vocabulary

· Define terms in words as simple as possible. If one word is not understood

in a definition, the whole meaning can be lost.

· Using operational definitions, i.e., "what is it used for", can be most effective.

· Use the words in the context of a job or other related area that will stimulate interest and motivation to learn and remember.

· Deal with new vocabulary by relating it to already learned words.

· Have students put new vocabulary into their own words.

· Have students give examples.

· If applicable, show the language root of the word.

Examinations

· Try not to test recall before applying ideas.

· Avoid essay questions, especially when there are students in the class with difficulties in writing effectively.

· Keep language simple and directions short. Avoid sentence structure which may be difficult to understand.

· For fill-in questions, supply a word list. Students with learning difficulties often have word finding problems. They may know the concept and be able to recognize the word without being able to recall or spell it.

Skill Acquisition

· Doing things in sequence is often troublesome. Breaking down the sequences into smaller groupings may help.

· There is often difficulty in directionality as in left/right, clockwise/counter-clockwise and turning things. It's better to use a fixed object in the room (windows, doors or other machinery) that a student can remember rather than the designations right and left; e.g., move the wood toward the window.

· Occasionally, a student will have a problem with the coordination of right and left hand. Two handed tasks, or tasks involving one hand for safety, while the other pushes, are difficult for some students. Hand and finger positions could be pointed out, approximated and practiced.

Behavior

· Tell a student when he gets something right, even when it's a small thing.

- Give praise for paying attention and other accomplishments.

- Try to find a pattern to acting-out behavior; is it frustration with a particular type of task or the difficulty level of the class in general?

- Does the student feel unable to successfully complete the assigned tasks which results in getting attention through inappropriate behavior?

SOME SUGGESTIONS RELATED TO BEHAVIOR MANAGEMENT OF STUDENTS

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Ronald Linari

· Students who act out in class may be reacting to an inability to do the work presented. Teachers should be aware that within any classroom, different ability levels exist in reading, math, language, and general comprehension. It can't be expected that students reading at grade four can comprehend a textbook written at grade nine. Some students will avoid doing the assigned work and get attention through misbehavior.

· Motivation is present in most students except some of them aren't always motivated by what we want them to do since instruction may not be meaningful to them. School experiences should be varied and interesting.

· Relevance of instruction to the real world which is practical and interesting can avoid both behavior problems and lack of student motivation. An interesting class can prevent students from acting out by diverting their attention to meaningful activities.

· Acting-out students should be encouraged and requested to contribute to class discussions and other class activities. By allowing them to feel that they can get positive reinforcement from participation in classroom situations, acting-out students may avoid misbehavior as a primary source of getting attention. Praise during and after class for their participation can also help.

· All persons have anxiety, but each individual deals with it differently. Anxiety is often related to achievement and failure. For those who do not experience regular success in their lives, anxiety levels may be consistently high and hence anxiety may be manifested in school situations and interfere with successful learning.

· Some students will perform and behave very well on certain days and terribly on other days. Understanding by teachers of possible problems that may develop at home or with peers is very helpful to assist those students who have "bad days".

· Teachers can anticipate that certain situations will allow acting-out students to cause problems in class. Teachers should avoid the occurrence of these situations.

· We live in a society of imposed controls and restrictions to perpetuate a degree of order. Oftentimes, these imposed controls and restrictions are intolerable to certain students. If educational personnel impose these controls with students who consistently rebel against such order without attempting to find reasons for the students' behavior, then problems will probably continue and possibly worsen.

· Strict discipline measures for students who have behavior problems may serve to worsen the problem more than help it. School personnel should determine the reasons behind these problems before punishing students for behavior they may be unable to personally control.

· For a student who regularly interrupts classroom instruction, a temporary dismissal from class to stand in the corridor may be appropriate, since instruction for the other members of the class is most important.

· Embarrassing a student in front of his or her classmates may result in continuous attempts to get back at the teacher. A person's injured pride can cause further problems.

· Seating arrangement may be helpful in dealing with acting-out problems. Sitting the acting-out student near students who perform well and are attentive during class may help. These attentive students, because of their intent on learning, may assist the teacher by discouraging the acting-out students.

· Aggression in students may be a style of dealing with other persons or a result of an injured ego. School personnel should work to determine the reasons for aggressive behavior and assist the students accordingly.

· During aggressive behavior, such as in a fistfight, the earlier and more gentle the intervention, the more effective the consequence can be, e.g., equality of treatment and reasoning after the fight.

· Students who are very withdrawn and introverted may have more severe behavior problems than those who act out. Since they don't exhibit overt behaviors that may cause discipline problems, these withdrawn students may get limited attention in school situations.

· Teachers may better deal with acting-out students by:

a. listening to students and satisfying both teacher and student through fairness and mutual understanding
b. punishing those involved with equal treatment in similar or reoccurring situations
c. keeping some degree of a sense of humor
d. depersonalizing the reaction to the student's difficulty by indicating the general wrongness of the behavior

e. leaving the student an out with a reasonable degree of pride
f. respecting a student which may lead to similar respect for the teacher

· Many students who have behavior problems have not learned to use inner controls. Outer constraints, which are firm but fair, and understood as fair by students may assist those acting-out students who have not learned to use inner controls effectively.

· The reasons for acting-out behavior and the proper methods of dealing with it should not always remain as the role of the classroom teacher. Especially in those cases of more severe problems, other school personnel should be consulted and professional personnel involved whenever necessary.

3 MAJOR ADMINISTRATIVE CONCERNS

"To aid the non-academic learner, wherever possible, to make a satisfactory contribution to society — that is the justification for, and the purpose of true Special Education."

Richard H. Hungerford

MAJOR ADMINISTRATIVE CONCERNS

1. Key Elements: The elements listed below relate to the development and continuance of effective career education programs for special needs students within vocational/technical environments.

   · support and assistance by public school, vocational and vocational/technical administrators and related personnel

   · coordination and continued planning between special education and vocational/technical personnel

   · selection and delineation of appropriate and realistic career training programs for special needs students

   · inclusion of special needs students in regular academic and career training classes whenever feasible

   · supportive services and instruction in academic and career related subjects by resource specialists trained in understanding the needs and abilities of special needs students

   · small group instructional assistance, individualized wherever necessary to allow successful educational and training experiences

   · orientation and continued inservice programming for instructional and related personnel

   · development of career programs with business and industrial cooperation and assistance; i.e., advisory committees, visitations of facilities, consultation, cooperative work/study programs, placement

   · cooperation with community agencies responsible for the social, educational and occupational welfare of special needs students; e.g., Massachusetts Rehabilitation Commission, Department of Mental Health, Division of Employment Security

   · collaborative programming on a regional basis; e.g., vocational/technical school districts, Mental Health regions and/or areas, Department of Education regions and/or areas

   · ongoing local support and commitment with possible federal funding for implementation purposes

   · cooperation with state and private colleges and/or universities concerning effective program planning and training of students interested in career preparation of special needs students

II. Related Issues: In order to plan for the successful inclusion of special needs students in the vocational/technical schools of Massachusetts, the following related issues are described.

Issue 1: Admissions of grade nine special needs students

Problem: How to admit a certain number of special needs students.

Alternative: The Division of Occupational Education has recommended through a June, 1974 policy statement, that a percentage of special needs students be enrolled in vocational/technical schools proportionate to the percentage of special needs students in each regional community. Special needs students, especially those with mild involvements, can effectively benefit from regular instructional practices within the vocational/technical schools. Resource specialists should be employed to assist those special needs and lower achieving students requiring instructional and related support.

It is important that the regional vocational/technical schools coordinate their admissions of special needs students with the regional communities. This provision should be based on the cooperative development of programs and services through an assessment of special needs populations within the regional communities. Programs and services should be designed with Chapter 766 program prototypes as the basis of development, including the necessary personnel and support services.

Issue 2: Informing instructional and related personnel as to the identification and nature of the problems of special needs students

Problem: What information should be given to instructional and related school personnel concerning special needs students?

Alternatives: Three alternatives are possible:

1.) tell the personnel nothing about the enrolled special needs students by not identifying them
2.) identify the students and give basic information about each special needs student
3.) inform personnel who the students are, descriptions of their problems and provide continuous communication with instructional and related school personnel

Some school systems have attempted to use the first alternative. In the experience of one particular vocational/technical

school, when instructional personnel were informed that certain students had special needs, teachers had identified other regular students without suspecting that the special needs students had any difficulties. If the second alternative is utilized, situations can develop in which instructional and other school personnel may expect less from these students because of their association with special needs categorization based on limited information and understanding.

It is recommended that the third alternative be used whenever sufficient resource support is available for special needs students and school personnel. Resource specialists can provide continuous assistance to both students and school personnel to ensure opportunities for regular communication, resource instruction, success-oriented experiences for special needs students and support for school personnel working with them.

Resource specialists should emphasize the students' strengths and support students' weaknesses through consulting and assisting regular teachers. Discussions with the regular teachers should not focus upon labeling, especially since Chapter 766 relates more directly to program prototypes and support services for special needs students. Students with mild special needs might be better programmed by giving limited information to instructional personnel to avoid the labeling problem. When these students with mild difficulties need support, resource assistance should be provided.

Students with more pronounced special needs might best be served by telling instructional personnel of their difficulty areas and assisting in the modification of instruction through the resource teachers.

Issue 3: <u>Differing ability levels of students</u>

Problem: Special needs students in general and other academically less able students cannot always progress in learning scope and sequence as regular students can. Differing levels of ability exist within any class and, therefore, providing the same content and related material to all students precludes the reality of individual differences.

Alternative: Development of a system that is based on the sequence of jobs within occupational clusters and instruction of students based on their abilities and expected successful rate of

achievement and ability. Hereby, certain students can be trained for lower job entry level positions with possible co-operative job placements arranged at grade 11 and/or 12.

Issue 4: Vocational programs regarding level of instruction and associated levels of student ability

Problem: Some of the vocational training programs may offer instruction which is not based on the differing levels of ability within any group of students. Students who are less capable may progress to a point beyond which their capabilities are not sufficient to allow successful learning to occur. Some of these students may be inadequately prepared for positions in a particular training area after four years of instruction.

Alternative: Development of training provisions; i.e., curricula, methodology, etc., to include more limited students to be trained in areas based on their abilities. Success would encompass the program since students would be judged on their demonstrated performance relating to ability and on the general standards for successful learning as established by instructional curricula. More capable students would continue to progress at a more advanced rate than those who are less capable. The format for program development could accurately relate to the U.S. Office of Education occupational clusters and the hierarchy of jobs within occupational clusters.

Issue 5: Grading system and evaluation of student progress

Problem: It is evident that a single measure or standard of student evaluation is not always adequate to appropriately evaluate student progress.

Alternative: Establishment of a system of grading based on ability levels understanding that a range of student abilities exists within instructional areas. These levels could indicate both the ability levels of students and the level of instruction. Several levels of instruction could be included in which students could participate in different levels in academic, related and vocational classes. Students would be evaluated based on the level of instruction and their demonstrated abilities. This procedure could eliminate the homogeneity of instruction and grading for students enrolled in the same classes.

Issue 6: Policy related to referral and provisions for discipline, resource assistance and possible evaluation of special needs within the vocational/technical school

Problem: It is obvious that these three areas are closely related and might create difficulties in determining what referral and service procedures should be established.

Alternatives:

1.) It is recommended that all situations regarding discipline could be handled in the regular prescribed manner of the vocational/technical school. Discipline is one of the major responsibilities of the classroom teacher. When all attempts concerning discipline by the classroom teachers have failed, regular discipline procedures should be enforced. No student should be referred for a possible evaluation of special needs until all of these procedures concerning discipline have been utilized and carefully reviewed by administrative, guidance and instructional personnel.

2.) In the case of students who may require resource assistance to support their regular program of instruction, teachers should be requested to notify the student's counselor in the guidance department in person to inform him/her of a student who is having considerable difficulty with instruction in that teacher's class. The teacher reporting to the guidance counselor should also be prepared to discuss the attempts at modifying instruction to allow for the student's success based on the existence of individual differences within the classroom. It should be the responsibility of teachers to provide success related experiences for all students enrolled in their classes. However, in certain cases, it is possible that some students may require additional assistance from guidance and instructional personnel.

3.) If all attempts at modifying the classroom instruction have failed, resource assistance can be provided to assist students in their regular program of instruction. Teachers could be requested to complete information on a form indicating in detail a description of the approaches at modifying instruction to allow success for a particular student and the results of these instructional modifications.

4.) Instructional personnel who are requesting possible evaluation for special needs students should follow the

procedures according to requirements of the Chapter 766 regulations.

- Prior to referral for an evaluation, all efforts shall be made to meet the needs of students within the context of the regular education program. In addition, all efforts shall be made to modify the regular education program to meet such needs (314.0).

- A child in the regular education program, who, at mid-year, presents a substantial risk of non-promotion. For purposes of this paragraph, a substantial risk of non-promotion shall be considered to exist if a child is failing in two or more non-elective subjects. The principal of the school attended by such child shall receive the referral and be responsible for determining whether a referral for an evaluation should be made (315.1).

- A child in the regular education program who fails to be promoted at the end of the year. The principal of the school attended by such child shall receive the referral and be responsible for determining whether a referral for an evaluation should be made (315.2).

- A child who demonstrates a substantial negative change in alertness, learning or behavioral capacity within two weeks after returning to school after illness with the mumps, measles, chicken pox, encephalitis or other high fever, or after cerebral injuries involving loss of consciousness. The school nurse shall inquire into the condition of such child within such two week period, and shall be responsible for determining whether a referral for an evaluation should be made (315.6).

5.) In addition, any previously unidentified students who exhibit considerable difficulties in the areas of hearing, sight, behavior, learning, physical mobility of function or any combination of these conditions should be referred to the Administrator of Special Education for possible evaluation. A second form could be used for referral purposes after discussing the student with the Administrator of Special Education. If any formal evaluations or testing are to be arranged, these determinations should be made by the core evaluation team in cooperation with the Administrator of Special Education and the Guidance Deaprtment of the school.

6.) Teachers should be requested to maintain a written record of behavior relating to discipline, remedial assistance and possible evaluation for special needs in order to provide important information pertinent to referrals. All written records should be factual, objective and as impersonal as possible since the information may become part of a student's cumulative record available for perusal by parents.

4 SUMMARY OF WORKSHOP PARTICIPANTS AND FINAL RECOMMENDATIONS

"Since high school is the terminal point of formal education for the majority of special needs students, it is imperative that they receive adequate preparation for the demands of a working society."

Ronald Linari

SUMMARY OF WORKSHOP PARTICIPANTS AND FINAL RECOMMENDATIONS

I. A Review of Participants' Concerns Prior to the Special Education Summer Workshop

- how to successfully integrate special needs students into the regular classroom (4)
- learning the best methods of dealing with severe behavior difficulties so that these students receive the full benefit of the classroom instruction and do not disrupt the class (4)
- nature of special needs students (3)
- techniques and materials for instructing special needs students in the regular classroom (3)
- evaluating and grading students who have special needs (3)
- what to expect from special needs students in regular classes (2)
- relation of Chapter 766 to the classroom (2)
- meeting the needs of special needs students through the law and regulations of Chapter 766
- safety relating to teaching special needs students in the vocational shops
- important and pertinent information relating to Chapter 766
- role of the resource teacher in supporting regular instruction
- should special needs students be required to follow the same set of rules as the rest of a class
- core evaluation procedures
- administrative role of special education in behavior management

II. Further Information Requested by Workshop Participants Concerning Special Needs Students Following Workshop

- instructional materials and methods for special needs students (5)

- techniques for behavior modification and managing behavior problems in the classroom (4)

- a continual update on the needs and progress of special needs students attending the school (3)

- information for teachers on each special needs student entering Blue Hills in September (2)

- continuous discussion on special needs students throughout the school year (2)

- more information on particular areas of special needs such as perceptual difficulties (2)

- assistance in individualizing instruction (2)

- information for instructors relating to ability of students and performance in other subject areas (2)

- methods of discriminating between those students who may have special needs and those who are not achieving for other reasons

- review of some case studies and how methods used were successful or unsuccessful

- other support facilities and provisions for regular class teachers

III. Suggested Information by Workshop Participants for Teachers Who Didn't Attend the Workshop

- the real nature of special needs children with the emphasis that the majority have mild difficulties relating to learning, social adjustment and behavior (8)

- methods of instructing special needs students (5)

- the role and support of the resource teacher (5)

- general overview of the purpose, role and functioning of the core evaluation team (4)

- a general overview of Chapter 766, its ramifications and implications at the school (3)

- techniques of behavior management (3)

- the core evaluation process (2)

- the positive elements of Chapter 766 and the pursuant regulations (2)

- the role of the teacher in the referral process for core evaluations (2)

- teacher's role on the core evaluation team (2)

- greater flexibility of instruction and more diversified levels of expectations for student performance since each class will contain students of differing ability levels (2)

- that Chapter 766 can also help regular students benefit from education

- the role of the teacher in the development of educational plans for special needs students

- emphasis on changing instruction which has one set of requirements with the understanding of the existence of individual differences and the need for some individualized instruction

- information for teachers which will assist and not confuse them

- informing teachers that severely involved special needs students will not be integrated into their classes and that Chapter 766 supports inclusion of special needs students in regular education only when these situations are in the better interests of the child

- modifying regular instruction to better assist special needs students in regular education

- instructional materials that can be used for special needs students in the regular classroom

- teaching to students' strengths and not their weaknesses

- that special needs students have been identified for the purposes of assisting them to benefit from regular instruction whenever possible

- support facilities available to regular teaching personnel

- Chapter 766 and its relationship to conducting regular education with special needs students in these classes

- movies and related media presentations avoiding the showing of very involved special needs children which might overly concern school personnel

· what is behavior modification and how can it help regular classroom teachers effectively deal with students

· presentations by professionals who are knowledgeable about special needs children and how to instruct and manage them

· further provisions for inservice training for school personnel

IV. Results of Participants' Responses During Summer Workshop

A. Areas of Importance in Learning More About Special Education and Special Needs Children (compiled by averaging participants' ratings of the following areas prior to the workshop; 1 = most important; 8 = least important)

	Rating
· nature of special needs children	1
· instructional approaches for regular class teachers	2
· behavior management	3
· individualizing instruction	4
· role of the resource teacher in assisting regular class teachers	5
· Chapter 766 and its general relationship to vocational/technical schools	6
· instructional materials for the regular classroom	7/8
· the core evaluation team and process of Chapter 766	7/8

B. Areas Considered the Most Important by Participants Following the Workshop

	Rating
· individualizing instruction	1
· nature of special needs children	2
· instructional approaches for regular class teachers	3

· behavior management	4
· the core evaluation team and process of Chapter 766	5
· Chapter 766 and its general relationship to vocational/technical schools	6
· role of the resource teacher in assisting regular class teachers	7
· instructional materials for the regular classroom	8

C. Participants' Responses to Areas of Greatest Concern (1) to Least Concern (6) Relating to Special Needs Children

	Rating
· learning disabled (difficulties in cerebral or perceptual functions)	1
· emotionally disturbed (difficulties in behavior)	2
· mental retardation (deficits in mental development and/or maturation, social adjustment and learning)	3
· deaf (difficulties in audition)	4
· physically handicapped (difficulties in physical mobility, condition or function)	5
· blind (difficulties in vision)	6

D. Participants' General Knowledge About Special Education and Special Needs Children

	Number reporting prior to workshop	Number reporting following workshop
Excellent	2	3
Good	3	9
Fair	7	0
	N = 12	N = 12

E. Participants' Responses to the Degree of the Improvement of Their Knowledge Relating to Special Education and Special Needs Children

a.) substantially improved	10
b.) moderately improved	2
c.) slightly improved	0
	N = 12*

V. Concerns and Questions that Teachers May Propose

The following concerns and questions were suggested by the workshop participants as related to information that teachers might request pertaining to special needs students and vocational/technical instruction. The majority of the areas are reflected and contained throughout the text of this document.

Concerns

· An explanation of the core evaluation process, including clarification of teachers' and parents' roles

· Information pertaining to the types and nature of special needs students attending the school

· A review of the steps in the referral process for core evaluation including specific and factual documentation of relevant incidents and the procedures taken by the classroom teacher to deal with problems

· Role of the Administrator of Special Education

· Coordination of discipline, remedial assistance and special needs referrals and procedures through administrative, guidance and special education personnel

· Role of the resource teachers and how they will assist the classroom teachers

Questions

· What is the definition of a child with special needs?

A school-age child who has been determined by the CET to be a child

*represents only the number of assessment forms completed by participants both before and after the summer workshop

with special needs because of temporary or more permanent adjustment difficulties or attributes arising from intellectual, sensory, emotional or physical factors, cerebral dysfunctions, perceptual factors, or other specific learning disabilities, or any combination thereof, is unable to progress effectively in regular education and requires special education.

· How will students be determined as having special needs?

A school official (including a teacher), a parent, a judicial officer, a social worker, the family physician, the person having custody of the child or any other person (including the child) through one of the aforementioned people can refer a child as having special needs. A team consisting of a chairperson, a nurse/social worker/guidance or adjustment counselor, a psychologist, a physician, the current or recent teacher, a school administrator, a parent, and specialists as required will then assess the child and determine if this child has special needs and cannot progress effectively in the regular classroom.

· What are the age boundaries within the school system's obligation?

School systems are required to serve children of chronological ages 3 through 21 who do not have a high school diploma.

· Will students with special needs who are in regular classes be given preferential treatment in discipline, use of facilities and academic requirements?

When a student is placed in a regular class, an individual educational plan will be developed. This may mean that such a student will have supportive tutoring, some separate classes. It will depend on the educational plan that was designed in the better interest of the child.

· Will 766 mean any drastic changes in the way classes are run?

Except for the possibility of a few additional students in regular classes (four or less) where special needs students have not already been integrated, 766 does not effect the way classes are run.

· Does Chapter 766 mean that children with special needs will be indiscriminately integrated in regular classes? Does it mean that every child will be placed in a regular class on September 1, 1974?

Chapter 766 provides for a whole range of optional programs to meet the needs of children. Integration into regular classes with extra services is only one of these options. Only when such a program is deemed, through an evaluation, as beneficial to the child and not disruptive to other children, will integration occur.

· Besides integration into regular classes, what are the program options for children with special needs?

The program prototypes described in the regulations include:

1. regular education program with modifications
2. regular education program with no more than 25% time out
3. regular education program with no more than 60% time out
4. substantially separate program
5. day school program
6. residential program
7. home or hospital program
8. parent-child instruction
9. diagnostic program

When a child is placed in any of these programs, criteria must be set for progression into the next least restrictive program.

· What is the point of non-labeling?

By not using labels when describing children, emphasis is moved from the handicap to the educational and developmental capabilities of the child. It also removes unnecessary categorization of children and the stigma connected with these categories that often follow individuals throughout their lives.

· What role does the parent have in determining the child's educational future?

The parent participates with the core evaluation team which determines the needs of the child and designs the educational plan. The parent has final acceptance and/or rejection rights on the educational plan and may appeal a decision made by the core evaluation team.

· What is the role of vocational/technical schools in providing for special needs students?

Chapter 766 regulations 202.2 and 340.0 clearly delineate the role of vocational/technical schools in providing for special needs students. A policy statement issued by the Massachusetts' Division of Occupational Education in June, 1974, indicated that the vocational/technical schools are looked upon to provide leadership in the career preparation of special needs students. Vocational/technical schools are also expected to actively assist the regional public schools in the core evaluation process with the expected involvement of Area Coordinators of Occupational Education/ Special Needs in many schools.

(Questions and answers from The Specific Learning Disabilities Gazette,

June, 1974, with the exception of the last question.)

VI. Final recommendations for the provisions of programs and services for special needs students and vocational/technical education are summarized below.

· Special needs students should be given equal opportunities to participate in vocational/technical education through the development of adequate support provisions for these young adults within the schools.

· Vocational/technical schools, because of a high demand for admission by regular students, can only serve a portion of the special needs population in any regional district.

· Vocational/technical education offers an environment for learning conducive to reasonable and realistic provisions for a substantial number of special needs students.

· Vocational/technical schools can assist the regional public schools in providing for special needs students through:

A. collaborative programming especially for low prevalence special needs groups such as deaf and substantially disabled
B. assisting in the evaluation of special needs students for vocational training and related career activities
C. involvement of the Area Coordinator of Occupational Education/ Special Needs in areas relating to career education and planning
D. submitting of grant proposals to assist the regional public schools through a single fiscal and coordinating agent

· Inservice provisions, as related to special needs students, are necessary for instructional and related personnel in vocational/technical schools during the school year and possibly during the summer.

· The total process of core evaluation and educational planning should be accurately outlined for all persons directly and indirectly involved within the vocational/technical schools.

· Roles and responsibilities of the vocational/technical school and the persons involved in the core evaluation process should be clearly defined.

· Resource teachers can be very effective in ensuring success oriented experiences for special needs students attending vocational/technical schools and in providing support for instructional personnel.

· Programs and program prototypes, and not students, should be categorically labeled.

· Instructional personnel should provide for a climate of success for special needs students by modifying instruction and understanding that individual differences exist within any group of students.

· Procedures for discipline, remedial assistance and special needs purposes should be carefully articulated, coordinated and separated as distinct areas of concern and service.

APPENDIX A

STUDENT INFORMATION FOR DETERMINING VOCATIONAL POTENTIAL AND PROGRAMMING

STUDENT INFORMATION
Special Education Department

Blue Hills Regional Technical School
100 Randolph Street
Canton, MA 02021

Name _____ Date of Birth ___/___/___
Month/Day/Year

Address _____ _____ yrs./ mos.
Street Town Zip Code Age as of October 1, 19 __

Phone _____ Student's School _____ Grade _____

EDUCATIONAL STATUS

Check primary special need and circle any identified secondary special need(s)

Audition	_____	Physical mobility, condition or function	_____
Vision	_____	Behavior	_____
Speech	_____	Intellectual functioning or maturation	_____
Cerebral or perceptual function	_____		

Achievement Scores Date of Test _____

Test Used _____
/Form or Level

	Grade Level		Grade Level
Vocabulary	_____	Arithmetic	_____
Oral reading	_____	Computations	_____
Comprehension	_____	Problem Solving	_____
Spelling	_____		

Current Program Prototype (check and describe the most applicable program)

1.) Regular education program with modifications _____

a.) description of diagnostic teaching _____

_____

_____

b.) other instructional support and services in regular program

_____

_____

_____

2.) Regular education programs with not more than 25% time out ____

a.) description of special education instruction _____

_____

_____

b.) other instructional support and services _____

_____

_____

c.) subjects integrated in regular education (include non-academic, industrial arts, gym, home economics, homeroom, etc.)

_____

_____

d.) performance in subjects of regular education program ____

_____

_____

3.) Regular education program with no more than 60% time out _____

a.) description of special education instruction _____

_____

_____

b.) other instructional support and services _____

_____

_____

c.) subjects integrated in regular education (include non-academic, industrial arts, gym, home economics, homeroom, etc.) ____

_____

_____

d.) performance in subjects of regular education program _____

_____

_____

4.) Substantially separate program

a.) description of student's program _____

_____

_____

b.) description of student's performance _____

_____

_____

_____

PSYCHOLOGICAL ASSESSMENT

		(1)	(2)
Psychological Evaluations (two most recent)	Test Used	_____	_____
	Date	_____	_____
	Verbal	_____	_____
	Performance	_____	_____
	Full Scale	_____	_____

Summary of most recent psychological assessment _____

_____

_____

_____

SENSORY INFORMATION (please check)

Vision: Seems normal without glasses _____; with glasses _____

Hearing: Seems to have hearing problem without hearing aid _____*;

Seems to have hearing problem with hearing aid _____*

*Specify nature and degree of problem _____

_____

MOTOR ABILITIES AND LIMITATIONS (please check) _____

			NORMAL	MILD LIMITATION	SEVERE LIMITATION
Upper Extremeties	Hands	Right			
		Left			
	Arms	Right			
		Left			
Lower Extremeties	Feet	Right			
		Left			
	Legs	Right			
		Left			
	Hips	Right			
		Left			

Other physical deviations and medical problems (include epilepsy) _____

_____

_____

OCCUPATIONAL INFORMATION (check areas of proficiency where applicable; i.e. ✓+ = over-all proficiency and understanding; ✓- = partial proficiency and understanding; no proficiency and understanding = -)

Differential Aptitude Tests Year Form Grade

	Verbal Reasoning	Numerical Ability	VR+NA	Abstract Reasoning	Clerical Sp. & Acc.	Mechanical Reasoning
Raw Score						
Percentile						

	Space Relations	Spelling	Language Usage
Raw Score			
Percentile			

OCCUPATIONAL INFORMATION (Continued)

Computations

1.) Addition _____
2.) Subtraction _____
3.) Multiplication _____
4.) Division _____
5.) Fractions _____
6.) Decimals _____
7.) Algebra _____

Linear Measurement

1.) Understands concepts of inch, foot, yard _____
2.) Understands 1/2" _____
3.) Understands 1/4" _____
4.) Understands 1/8" _____
5.) Understands 1/16" _____

Liquid Measurement

1.) Understands concepts and equivalent values of gallon, quarts _____; quart, pints _____; pint, half-pints _____.
2.) Understands 16 oz. = 1 pint _____; 32 oz. = 1 quart _____ .

Monetary equivalence

1.) $1.00 = _____ pennies
2.) _____ quarters = $1.00
3.) _____ dimes = $1.00
4.) 2 quarters = _____¢
5.) 3 dimes and 2 nickels = _____¢
6.) $.25 = _____ dimes and _____ nickels
7.) one quarter, 2 dimes and one nickel = _____¢

Time

1.) ability to tell time by the hour _____
2.) ability to tell time by the half-hour _____
3.) ability to tell time by the quarter-hour _____

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Time (Continued)

4.) ability to tell time by the minute _____

5.) understanding of A.M. and P.M. _____

6.) understanding of noon and midnight _____

Occupational Choice

		GED Level (D.O.T.)	Over-all grade level of achievement	Degree of Realism (realistic = +; questionaibe = ?; unrealistic = -)
1.) Ideal Choice				
a.)	_____	_____	_____	_____
b.)	_____	_____	_____	_____
c.)	_____	_____	_____	_____
d.)	_____	_____	_____	_____
e.)	_____	_____	_____	_____
2.) Real Choice				
a.)	_____	_____	_____	_____
b.)	_____	_____	_____	_____
c.)	_____	_____	_____	_____
d.)	_____	_____	_____	_____
e.)	_____	_____	_____	_____

Comments on occupational choice _____

_____

_____

Knowledge of Work Related Implements

Rating of Response
correct = 2
partially correct = 1
incorrect = 0

	Word Identification	Use	Rating
1.) Hammer	_____	_____	____
2.) Screw driver	_____	_____	____

Knowledge of Work Related Implements (Continued)

	Word Identification	Use	Rating
3.) Wood screw			
4.) measuring cup			
5.) open-ended wrench			
6.) safety glasses			
7.) ace bandage			
8.) hack saw			
9.) thermometer			
10.) cake decorating tip			
11.) combination square			
12.) rule			
13.) drill			
14.) spatula			
15.) Phillip's head screw driver			
16.) file folder			
17.) wood chisel			
18.) socket			
19.) metal file			
20.) strainer			
21.) compass			
22.) measuring spoons			
23.) metal shears			
24.) spark plug			
25.) food scraper			

TOTAL
RATING SCORE

Previous Work Experience

1.) Employer _____

2.) Employer's Address _____ Phone No. _____

3.) Type of work performed _____

_____

1.) Employer _____

2.) Employer's Address _____ Phone No. _____

3.) Type of work performed _____

_____

SOCIAL AND BEHAVIORAL ASSESSMENT

	Excellant	Good	Fair	Poor
Ability to get along with teachers				
Ability to get along with school age peers				
School Attendance				
Acceptance of criticism				
Observing school rules and regulations				
General behavior in class				
Motivation to achieve				
Manual Dexterity				
Fine Motor Control				
Consciousness and Regard for Safety				

Summary of social behavior (also cite any special difficulties) _____

_____

_____

_____

Other Information

1. Is this student enrolled with the Massachusetts Rehabilitation Commission (MRC)?*

_____ Yes _____ No

MRC Office _____
Town/City

Counselor's Name _____

*In the process of referral (please check if applicable) _____

_____
Office Location

2. Please indicate any other information which may relate to the student's occupational development.

_____

_____

_____

_____

_____

_____
Date of Report

To the student:

Please write as much as you wish on why you want to go to Blue Hills Regional Technical School and what you want to learn if you go there.

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APPENDIX B

SURVEY OF SERVICES FOR STUDENTS WITH SPECIAL NEEDS IN REGIONAL VOCATIONAL/TECHNICAL SCHOOLS

SURVEY OF SERVICES FOR STUDENTS WITH SPECIAL NEEDS IN REGIONAL VOCATIONAL/TECHNICAL SCHOOLS: MAY, 1974

SCHOOL	RESPON-SIBILITY	SEPARATE ADMISSION	SEPARATE PROGRAM	INTEGRATED PROGRAM	COLLAB-ORATIVE PROGRAMS	SUMMER SCHOOL PROGRAMS	SPECIALISTS	NOTE
Assabet	Guidance	X	-	D G X	-	-	1-LD, 1-MR 1-Aide	
Bay Path	Guidance	X	-	D G X	-	-	1-MR	
Blackstone	-	-	-	D G X	-	-	1-SAC	
Blue Hills	Coor of Special Ed	X	C G X	D G X	C G X	X	1-Coor 2-Deaf 2-LD/MR	
Bristol-Plymouth	Guidance	-	-	D G X	-	-	1-PT Speech	
Cape Cod								Sept. '75 Opening
Diman	Guidance	X	C G X	D G X	C G X	-	1-PT Speech	
Greater Lawrence	Guidance	X	X	X	-	-	1-MR (Proposed)	
Greater Lowell	Curric-ulum	-		DorC G X			Anticipate full gamut of Special-ists	Sept. '74 Opening
McCann	Guidance	X	C U X	D G X	-	-	1-SAC 1-ED, PT-Psy	
Minuteman	Director of Sp Ed	-		C U X	-	-	1-Dir of Sp Ed, 1-Asst Dir of Sp Ed	
Montachusett	Guidance	X	D G X	D G X	D G X	-	1-LD 1-Psy PT SAC	
Nashoba	Guidance	X	C G X	D G X	D G X	-	1-Coor 1-LD 2-LD Aides	

SURVEY

SCHOOL	RESPON-SIBILITY	SEPARATE ADMISSION	SEPARATE PROGRAM	INTEGRATED PROGRAM	COLLAB-ORATIVE PROGRAMS	SUMMER SCHOOL PROGRAMS	SPECIALISTS	NOTE
Northeast Metropolitan	Super-visor of Special Needs	-	-	D G X	D G X	X	1-Coor 2-LD 1-Speech 1-Psy	
Old Colony	Guidance	X	D - X	D ? X	D - X	-	-	Sept. '75 Opening
Pathfinder	Guidance	X	-	D G X	-	-	1-LD	
Shawsheen	Guidance	X	-	D U X	D G X	X	2-MR 1-LD 1-LD Aide	
Southeastern	Guidance	X	D U X	D G X	D G X	X	-	
South Middlesex	Coor of Special Needs	X	-	D G X	D G X	-	3-Dir 22-CT 7-Aides 5-T Assoc.	
South Shore	Guidance	X	-	D G X	D G X	-	1-LD Consultant	
Upper Cape Cod	Guidance	-	-	D G X	-	-	Planning for Special Needs Instructors	
Whittier	Coor of Special Needs	X	D U X	D G X	-	X	1-Coor 2-VI 4-MR 2-LD 1-ED	

X Indicates - Yes
- Indicated - No

SURVEY CODE

Regarding Programs:

D Indicates diploma is offered
C Indicates certificate is offered
U Indicates ungraded (no level)
G Indicates graded
? unknown at this time
PT part-time

Collaborative programs:

Program in conjunction with comprehensive high school, i.e., academic subjects in comprehensive high school and vocational/technical subjects at Regional Voc./Tech.

Regarding Specialists: (The number is indicated)

Personnel
Aide-Teacher Aide
C - Counselor
CT - Certified Teachers
Coor - Coordinator
Deaf
Dir - Director
ED - Emotionally Disturbed
Int - Interpreters
LD - Learning Disability
MH - Multi-handicapped
MR - Mentally Retarded
Psy - Psychologist
SAC - School Adjustment Counselor
Sp - Speech Therapist
T Assoc - Degreed but not certified teachers
VI - Vocational Instructors